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ABSTRACT

The Economic Development Network (ED>Net) of the California Community Colleges was designed to advance the state's economic growth and competitiveness by coordinating and facilitating workforce improvement, technology deployment, and business development initiatives. This report reviews outcomes for ED>Net for 1994-95 based on reports prepared by funded projects. First, ED>Net is described and information is provided on the historical context to and purposes for its foundation, methods through which employers can access its services, project funding categories, and barriers to access at the state and federal levels. Status reports, including information on the purpose, clients served, and sample activities, are then presented for the following ED>Net services: (1) Small Business Development/Business Resource and Assistance centers; (2) Centers for International Trade Development; (3) Workplace Learning Resources Centers; (4) Locally-Based Statewide Leadership and Technical Assistance programs; (5) Regional Environmental Business Resource and Assistance centers; (6) Centers for Applied Competitive Technologies; (7) contract education; (8) the Locally-Based Statewide Economic Development Coordination Network; (9) the Model Programs for Community Economic Development project; and (10) the Employer-Based Training and Faculty In-Service/Intensive In-Service Training programs. Appendixes provide a list of strategic partners by program, ED>Net executive committee members, an organizational/staffing chart, and sections from the California Education Code related to ED>Net reporting requirements. (HAA)

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ED 407 974

# Corridors to Economic Growth and Employment

## 1994-95 Final Report to the Governor and the Legislature

*July 1996*

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# Corridors to Economic Growth and Employment

## 1994-95 Final Report to the Governor and the Legislature

*July* 1996

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# Executive Summary

## Mission Statement

The mission of the California Community College Economic Development Network (ED>Net) is to advance California's economic growth and global competitiveness through quality education and services focusing on continuous workforce improvement, technology deployment and business development.

## California Positioned as a World-Class Economy

California Community Colleges have been investing in students and learning since 1908. California's community college system, now with 106 colleges, is the world's largest system of higher education. Community colleges are located throughout the state to serve their communities—whether those communities are rural, urban, or suburban.

The Economic Development Network, ED>Net, of the California Community Colleges, serves as the system's broker and facilitator for the delivery of education, training and information methods to the business and industrial sectors statewide. ED>Net is dedicated to the continuous acquisition of new knowledge and skills required to deal with new technologies and a changing work force and workplace as we approach the second millennia.

## Community Colleges, Reaching Out to Business and Industry

Community Colleges' involvement in economic development began with the program "Investment in People," in 1982. Funds were made available to the Chancellor's Office by Executive Order to provide base categorical support to local colleges for implementing strategies to assure economic growth. Currently, the state's investment in economic development through ED>Net is $6.973 million and the program has expanded to include small business development, international trade, workplace learning centers, contract education, environmental partnerships and a host of innovative technological treatments and training efforts.

## ED>Net: Providing the Economic Development Infrastructure

ED>Net provides the five basic components comprising the economic development infrastructure for Community Colleges:

1. Regional college resource and training centers;

2. An electronic communication network utilizing a Bulletin Board and database system, and offering marketing strategies; For information regarding ED>Net, the address on the World Wide Web is **http://ednet.cc.ca.us** or ED>Net may be reached at their e-mail

3. An entrepreneurial, highly skilled support staff offering a large degree of accessibility and responsiveness;

4. A series of advisory committees whose responsibilities are to foster initiatives and provide support and guidance for the staff; and

5. A toll-free 800 telephone number (**1-800-344-3812**) that assures "one-stop" access and referral enabling ED>Net to respond to business and industry education and training needs anywhere in the state.

The organizational and statewide coordination structure of ED>Net is college-based. The Economic Development program Executive Committee, established in 1995 by AB 3512, fills a policy and advisory role to the Board of Governors and the Chancellor's Office regarding the California Community Colleges Economic Development Program. Directors of the ED>Net Initiatives are college-based as well, with Centers based throughout the state (see Appendix C).

## How does an Employer Access ED>Net Services?

Many avenues of access exist, not only for the business interested in the kinds of knowledge and skill development offered by the colleges, but also for workers whose only encouragement to advance their skills and knowledge is through the worksite.

Access to the community colleges' employer services has been systematically developed and now includes:

- **On-line services**, including environmental, export, small business, contract assistance, and even new homepages on the Internet;
- **On-site services** provide customized training for employees, and allows them to attend on company time and be encouraged by their peers, unions, and supervisors;
- **Telecommunications downlinks** established to inform groups statewide about new technologies appropriate for them and to provide training on those technologies from high level experts at low cost;
- **Circuit-riding services** available in outlying communities which have no regular access to other sources of services;

- **One-stop services** in civic centers and business centers with formal co-located arrangements to provide the help that's needed to get started and address specific kinds of issues;

- **800-line services** with calls from out-of-state companies seeking to relocate and requesting information on the kinds of programs offered by the California colleges, and in-state companies requesting information about resources in other regions of the state for consistent training;

- **Drop in, phone, fax, and consultation sessions** at centers located in the community or on campuses. Services range from initial inquiries about the business knowledge and skills needed to start a small business to corporate partners involved in the delivery of post-secondary training leading to degrees or skills advancement for their employees;

- **Introductory workshops and materials packets** to guide one's consideration of suitability for starting an enterprise;

- **Professional development workshops** through continuing education;

- **Individualized/customized services** based on assessments; and

- **Marketing information** which has spread the word about services.

## Programs, Progress, and Strategies

This report, *Corridors to Economic Growth and Employment*, is based on a compilation of findings from a comprehensive review of documents and reports from 92 funded projects as well as random validation of reported data. Project Managers submitted a final annual report to the Chancellor's Office in which they described project performance and provided data profiles on program participants, activities, services and expenditures based on the expanded reporting requirements of AB 3512 (Polanco) (Chapter 805, Statutes of 1994).

This report was prepared in response to the requirements outlined in the *Government Code*, Section 15379.23, per the above Chapter. A summary of the report information as it correlated to the requirements of the statute, by page number, is provided in Appendix D.

## Findings by Initiative/Program

**Business Resource and Assistance Network, Small Business Development Centers (SBDC):** Providing an information network and technical assistance are key ingredients to a successful Small Business Development Center (SBDC). The Centers serve as networks of information, resource, and referral agencies for the small business community. The end result is the creation of new businesses, improved management, increased productivity, business expansion, and job creation. By promoting successful and stable enterprises, the centers support the vital role of small business in California's economic development.

- Responded to 11,929 individual inquiries representing 4,600 businesses and employers including self-employed and start-up entrepreneurs;
- Over 90 percent of the businesses served had fewer than 20 employees;
- Over 46 percent of the businesses were minority owned;
- 42 percent of the participants were from the service areas, followed by retail owners, 21 percent, health services, 17 percent, and manufacturing, 9 percent. The remainder was spread over a diverse range of industry sectors including agriculture, wholesale trade construction, finance and government;
- Over 6,640 individuals participated in the above events with the largest volume of participants, nearly 5,500, attending SBDC-sponsored conferences, workshops and seminars;
- Provided nearly 31,200 contact hours for all types of events including those described above as well as training presentations and programs, and regular and alternative delivery coursework;
- Of nearly 6,360 participants, over 3,600 were new to the system and received one-on-one counseling; and
- Other services included 150 procurement leads as well as providing 190 technical assistance sessions to 9 other colleges.

**Centers for International Trade**: In California, export trade provides one of 12-15 jobs in the state. Shrinking domestic markets and expanding trade opportunities worldwide mean businesses will continue to expand their global marketing efforts. That expansion can only be accomplished by developing new strategies, learning new languages and complying with varying regulatory and market demands globally. Directors at the Centers specialize in outreach to various countries and are able to share that expertise and knowledge with clients. Last year the Centers for International Trade (CITD) assisted small businesses in generating over $40 million in trade.

All Centers offer export workshops and seminars, referral and resource services, international databases and trade libraries, as well as advanced technological assistance in the areas of management, marketing, financing and regulations.

The Centers offer ready to access to computer networks providing up-to-the-minute data on international business including country profiles and information on government reports. The Centers provide specialized training in areas of export documentation, freight forwarding, pricing, terms of sale, contract and agency agreements, and methods of payment. Having gained expertise in a variety of entrepreneurial areas, staff supplies information relating to export strategies, logistics and finance as well as product and international market research and development. At the Centers are staff members fluent in most major languages and who can provide expert advice on establishing global partners throughout the world.

- Served 4,980 businesses and employers throughout the state with 89 percent of those served having fewer than 50 employees—only 1 percent had over 500 employees;
- Over 23 percent of the businesses were minority-owned; less than 14 percent of the businesses were owned by women;
- Over 5,720 individuals participated in training-related activities with 53 percent attending CITD-sponsored conferences; 44 percent attended workshops and seminars;
- Provided 35,000 contact hours at CITD-sponsored activities;
- Responded to nearly 36,200 requests for information services and technical assistance from more than 575 employers/businesses;
- Provided 5,448 contact hours of service to 1,064 participants (represents 5.12 hours per participant).

**Workplace Learning Resource Centers**: The Workplace Learning Resource Centers (WPLR) provide business and industry with a variety of workplace learning services, including occupational-specific skills assessments, task analysis, basic skills, English as a second language, analytical and problem-solving skills, and teamwork. These services are critical to California's ability to provide a highly trained and diverse work force.

- Served 82 employers and 77 community-based organizations throughout the state;
- Served businesses with greater numbers of employees than other categories: 33 businesses had less than 250 employees with 52 percent having greater than 250 employees;
- Served 15 businesses which were minority owned with reportedly only one business owned by a woman;
- The Manufacturing sector had the highest rate of participation with 61 percent, followed by government with 22 percent and retail trade, 11 percent;
- Trained 671 college faculty; 40 percent were male and 60 percent were female; 64 percent of which were white; 10 percent were Hispanic; 9 percent were Asian; 4 percent were African-American (the balance were of unknown ethnicity);

- Served over 2,000 students with women comprising 53 percent of enrollees; 37 percent of the students were white; 29 percent were Hispanic; 28 percent were Asian; and 5 percent were African-American;

- Served 700 clients based on arrangements with community-based organizations;

- Served 2,450 employees from industry and government;

- Responded to nearly 3,100 requests for information;
- Provided 100 demonstrations of equipment and software-based presentations of techniques, equipment, software and automated process for 260 participants representing 105 employers;

- Conducted 1,560 assessments to measure employee's skill levels;

- Provided nearly 16,000 contact hours for approximately 2,630 participants;

- Provided 74 customized curriculum services to 655 participants from 64 employers; and

- Reported 110,701 contact hours of training.

**Locally-Based Statewide Leadership and Technical Assistance Programs**: Leadership and technical assistance provide an integral part of the statewide infrastructure that supports the over-all economic development programs of community colleges. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the ED>Net program.

Local colleges provide statewide leadership to: 1) Build the system's capacity to deliver education, training, and services appropriate to small-and medium-sized businesses; 2) Coordinate resources; and 3) Provide a system-wide response to economic development opportunities.

**The Leadership and Technical Assistance Program**

*Biotechnology*: As biotechnology advances from the laboratory and clinical trails, investors and outside agencies are expected to spur growth by putting $3-5 billion into the biotechnical industry in the next 5 years. Goals for this first year have included: 1) identifying colleges interested in forming a consortia; 2) developing industry partners; 3) identifying employment and training opportunities; and 4) providing leadership for model curriculum, instructional materials, training and technical services.

*Advanced Transportation Technologies Initiative (ATTI)*: ATTI is a new initiative developed as an extension of the Energy Technology Training Center at College of the Desert. The program's goals for this year include: 1) establishing a statewide consortia of colleges; 2) providing coordination; 3) identifying and developing resources; 4) identifying college sites to respond to statewide training needs; and 5) expanding California's leadership role in model curriculum, instructional materials, training and technical services.

*Environmental Technology (ET)*: ET leadership strengthens ED>Net's offerings in short term and contract education offerings and represents the community colleges to other agencies, organizations and partnerships. This leadership coordinates, distributes and provides assistance for the continued development of up-to-date short-term instructional materials and represents the community colleges on the various public safety committees. The Environmental Technology curriculum is currently being offered at 24 colleges and is the basis for a national curriculum being developed by the National Science Foundation. Additional information may be accessed through ETs Home Page address **(http://nvc.cc.ca.us/et/)** on the World Wide Web.

**Other Leadership and Technical Assistance Efforts**

*Proposal Writing*: Directors from various initiatives worked together to prepare a grant proposal from the Department of Defense (DOD) funds for economic development. As a result, the California Community Colleges received $3.125 million in DOD funding for this purpose.

*Logistical, Technical, and Marketing Infrastructure*: The director of International Trade Development provided assistance in the development of a regional and statewide Marketing plan outline. In addition, a brochure is currently being developed to provide information for students interested in careers in international trade and import/export.

**Regional Environmental Business Resource and Assistance Centers (REBRAC/BEAC)**: These Centers coordinate statewide programs and services designed to mitigate the impact of environmental compliance regulations. These regulations specify the manner in which businesses may handle, store, use and dispose of hazardous materials. Also, they regulate air and water pollution and. traffic congestion, as well as measures designed to minimize the production of waste. The Centers provide four basic services: 1) compliance counseling; 2) applied technology counseling (including energy conversation); 3) financial counseling; and 4) environmental audit assistance. The Centers assisted in the development of model certificate and associate degree programs in Environmental Technologies.

- Employers were served statewide with 66 percent having fewer than 50 employees;
- Manufacturing companies were the greatest users of the Centers (38 percent), followed by service industries (26 percent), while governmental usage was a distant third (14 percent);
- Businesses received 4,803 technical assistance services;
- More than 900 contact hours were utilized to provide information to 1,778 individuals;
- Training sessions were provided to 348 employers through workshops, seminars, training programs and instructional courses;

- Nearly 2,500 individuals participated in these events involving a total of 31,387 contact hours;
- Whites and males were the predominant recipients of services, 29 percent and 56 percent respectively;
- Females were the least served with a representation of only 17 percent of those measured.

**Centers for Applied Competitive Technologies (CACT)**: The CACTs share four characteristics, or features, in common: 1) a demonstration site built around a Computer-Integrated Manufacturing and/or Enterprise (CIM/DIE); 2) a philosophy based on total quality management (TQM); 3) a commitment to provide training and service to promote the TQM concept; and 4) the use of technology transfer teams. Training includes continuous process improvement, "just-in-time" procurement, statistical process control, team work, leadership, and communication skills.

- Served 433 employers throughout the state; 40 percent had fewer than 20 employees;
- Served the Manufacturing sector the most, 76 percent;
- 228 in-service faculty were served; and
- 2,121 other employees were served.

**Regional Economic Development, Contract Education, and Technical Support**: The goals of this program include: 1) providing regional coordination of economic development programs; 2) improving statewide coordination of contract training; 3) enhancing the technical skills of college faculty and staff to assess business needs, market the colleges services, provide training, and develop materials; and 4) developing partnership, resources, and projects.

- Reported that 56 districts (of 71) had contract education activity during 1994-1995;
- Regional directors provided in-depth (more than 4 hours) assistance to 51 colleges
- Served 43 employers, and a total of 965 participants involving 5,400 contact hours of services for core services; and

**Locally-Based Statewide Economic Development Coordination Network**: This program provides the operational, technical, logistical, and marketing infrastructure supporting all the Economic Development programs. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the ED>Net program. The database and electronic Bulletin Board Systems (BBS) provide information and communication support necessary to coordinate statewide activities and resources.

**Model Programs for Community Economic Development**: The purpose of this program is to help community colleges participate in local community economic development activities. Although funding is limited, the program has the added dimension of providing technical services to colleges that wish to replicate all or parts of the models in their regions. The resulting products, such as "How To" manuals, handbooks, curricula, survey instruments, marketing materials, and project reports are disseminated and regional training sessions are provided to help community colleges understand the practical application the model may have in their communities.

**Training: Employer-Based Training, Faculty In-service, and Intensive In-service**

*Employer-Based Training (EBT)*: The intent of this program is to expand employer-based training by providing funds that are matched from other sources. Proposed projects focus on new or changing job opportunities, or are in new or emerging technological fields. These projects assist community colleges in meeting immediate and future labor market needs as well as fostering innovation.

- 67 businesses were served;
- Manufacturing dominated as the industry sector most frequently receiving services (52 percent);
- Students were evenly split by gender—51 percent female and 49 percent male;
- Faculty were predominantly white males; there were no minority instructors;
- 130 participants representing 32 employers received 3,420 instructional hours; with an additional 460 contact hours from workshops and seminars;
- Regular coursework provided an additional 21, 204 training hours; and
- 82 percent of the businesses served had fewer than 50 employees.

*Intensive In-service Training*: The purpose of this program is to provide community college faculty with opportunities to receive intensive in-service training on emerging technologies.

- 21 faculty received intensive in-service training for the period; and
- 72 percent of the faculty receiving in-service training were male; all but 2 were white.

*Vocational Education Instructor and Career Counselor In-service Training*: The intent of this program is to increase effectiveness by upgrading the knowledge and working skills of vocational education/technology instructors and career counselors in community colleges.

Further, its purpose is to promote the development of new curricula with emphasis placed on those occupations undergoing the most rapid technological change. Projects target the need for actual hands-on experience at the worksite by providing individual instructors, or counselors, with a minimum of six weeks in a structured worksite assignment.

- As in other technical training areas, participants are primarily male (71 percent) and white (91 percent); and
- Career counselors and placement personnel were primarily women (63 percent) with minorities representing 62 percent of these participants.

## Access Barriers

Multiple barriers and challenges exist in creating and maintaining a world-class workforce, and for the Community Colleges' economic development program. For example:

- **Cost Recovery Mandates** require economic development programs to cover, or match, all costs incurred in providing training and services. This requirement limits new, small businesses who have training needs, but are lacking the resources to provide training and instructional services;
- **Differential Fees** charged by the colleges which layers additional costs on employers seeking training and instruction for employees and impedes the success of the various economic development programs. Although the Chancellor's Office has formally stated that charging these fees was not the intent of the legislature, that policy statement has been regarded as insufficient for eliminating the college's liability.
- **Personnel Statutes Cloud the Hiring of Part-time Instructors** because of the *Education Code* requirements relating to instructional load and tenure. Much of the coursework for the economic development programs is provided by part-time faculty who are limited in the number of hours they can teach due to the 60 percent limit for part-time instructors—even though the employer is willing to pay the costs of instruction.
- **Curriculum and Recruitment Policy Conflicts** result when unmanageable processes slow review and approval of new curriculum, prolong recruitment and approval of faculty, and cumbersome procedures for contract or proposal approval;

## Conclusion

This concludes the 1994-1995 Economic Development Network (ED>Net) Report to the Legislature, *Corridors to Economic Growth and Employment*. We wish to acknowledge and thank all those individuals from the field, and within the Chancellor's Office, who provided information and contributed greatly to the development of this report.

California Community Colleges

Economic Development Network (ED>Net)
1994-95 Report to the
Governor and the Legislature

# Corridors to Economic Growth and Employment

> *"We're committed to bringing community college resources to the table and inviting business and government to work with us in creating a state where all citizens, regardless of their background, can become more productive."*
>
> **David Mertes, Chancellor**
> **California Community Colleges**

## Introduction

### What is ED>Net?

The Economic Development Network, ED>Net, of the California Community Colleges serves as the system's broker and facilitator for the delivery of education, training and information methods to the business and industrial sectors statewide.

The infrastructure for ED>Net consists of five basic components:

1. Regional Community College resource and training centers.
2. An electronic communication network utilizing a Bulletin Board and database system, and offering marketing strategies;
3. An entrepreneurial, highly skilled staff offering a large degree of accessibility, responsibility and autonomy;
4. A series of advisory committees whose responsibilities are to foster initiatives and provide support and guidance for the staff; and
5. A toll-free 800 telephone number *(1-800-344-3812)* that assures "one-stop" access and referral enabling ED>Net to respond to business and industry education and training needs anywhere in the state.

Nine statewide initiatives focus on areas of action as well as support local and regional economic development enterprises. ED>Net consists of more than 90 local projects. The network includes

41 regional centers, 61 contract education programs and over 500 local, regional and statewide partners from industry, government, and service agencies. Community colleges in 10 regions of the state are helping to identify and coordinate programs and training in their regions.

The organizational and statewide coordination structure of ED>Net is college-based. The Economic Development program Executive Committee, established in 1995 by AB 3512, fills a policy and advisory role to the Board of Governors and the Chancellor's Office regarding the California Community Colleges Economic Development Program. Directors of the ED>Net Initiatives are college-based as well, with Centers based throughout the state (see Appendix C).

California Community Colleges use ED>Net to address the following economic development goals:

- Coordinate a response that meets statewide work force needs and helps attract, retain and expand business;
- Identify economic development priorities and implement innovative solutions;
- Identify, acquire, and leverage economic development resources;
- Build capacity to respond to local, regional, and statewide economic opportunities
- Create a logistical, technical, and marketing infrastructure; and
- Optimize business and industry's access to economic development services.

California Community Colleges have been investing in students and learning since 1908. The state's community college system, now with 106 colleges, is the world's largest system of higher education. Community colleges are located to serve their communities—whether those communities are rural, urban, or suburban.

Community Colleges are decentralized, flexible, accessible, and offer a comprehensive range of academic and technical education and training opportunities required to attain high-skilled employment providing commensurate wages. A broad range of support structures and services are in place to ensure that individuals have the ability to benefit from training.

Community Colleges are a $3 billion resource in California and represent a wide range of expertise and training capabilities. Clearly, Community Colleges are prime vehicles for workforce preparation and in that role contribute significantly to the economy of California, to the global competitiveness of its business and industry and to the quality of life of its citizens.

## Historical Context

### The 80's and 90's: California in the Midst of Economic Change

In the late 1980's the challenge to California Community Colleges grew beyond training and educating a future workforce to include changing the corporate culture of existing companies and retraining the existing workforce.

Tremendous changes were occurring in the state's employment base: the state was entering what would be a long-term recessionary period; the computer and communication "revolution" was beginning to soar; the defense industry, a major employer in the state for decades, would be drastically altered by the fall of Communism in Eastern Europe; employment in manufacturing would decline to be replaced, in large part, by demand for increased services and technology. Immigration from Mexico and other Latin-American countries, as well as Asia, would greatly increase an already diverse population. Natural disasters played a part—devastating earthquakes in the Bay Region in the north coupled with incapacitating tremblors in the Whittier foothills and the San Fernando Valley in the southern part of the state acted to alter transportation opportunities and economic optimism.

Long "The Golden State," California was undergoing a rapid economic transformation from a manufacturing and defense employment base to widely dispersed fields of highly competitive advanced technologies and international trade along with a broad demand for increasing services to a diverse population.

### A Time of Change for Community Colleges

The remarkable and rapid shift in the state's employment picture would require a commensurate shift in the rules and regulations governing individual colleges. By their historical character and structure Community Colleges were bureaucratically inhibited in their ability to reach out and form partnerships with business and industry in providing access to a wealth of training resources.

To better respond to these new challenges of the changing marketplace Community Colleges stepped outside their normal structural constraints such as district boundaries, academic calendars and fee structures, and a series of Economic Development initiatives emerged. These initiatives attracted public and private sector partners and leveraged the resources of a number of state and federal agencies. Examples of these initiatives include:

1. *Applied Competitive Technology*: Centers have been developed to assist small and medium-sized businesses in making the transition from defense to commercial customers, improving quality assurance processes, reducing scrap, containing inventory and improving cycle time delivery, along with developing high performance work forces.

2. *International Trade*: Centers have formed programs to meet export needs. Experienced trade professionals provide one-on-one technical support and training through a variety of export workshops, seminars and a well coordinated computer network.

3. *Environmental Technology*: Community Colleges, working together with industry advisors, developed this program to help protect California's natural resources through proper management and disposal of toxic substances. Curriculum has been developed and is available through 24 colleges around the state to provide training and certification to the workforce making pollution prevention a reality.

4. *Advanced Transportation Technology*: A new initiative developed to expand California's leadership in the technological areas of alternative fuel systems and electronics to deal with vehicle pollution and future transportation methods.

## Partners Since 1982: Economic Development Programs and Issues, and the California Community Colleges

### *Reaching out to Business and Industry*

Community Colleges' involvement in economic development began with the program "Investment in People" in 1982. The Governor's Executive Order appropriated $1.9 million, redirected from local assistance funds to the Chancellor's Office, to provide base categorical support to local colleges to implement strategies to assure economic growth.

Once established, the partnership between Community Colleges and the private sector grew rapidly. Two years later, in 1984, a budget change proposal (BCP) augmented the existing program by nearly $2 million to establish the Employer-Based Training Program. Legislation (AB 3938) by Assemblyman Sam Farr added in excess of $1 million to establish the Vocational and Technology Instructor and Counselor In-service Training Program, as well as the Contractual Education Study (Table I).

## TABLE I

### California Community Colleges Economic Development Program

| Year | Program | Authority | Augmentation *(in millions)* | Total Appropriation *(in millions)* |
|---|---|---|---|---|
| 1982 | Investment in People | Governor's Executive Order | $1.9 | $1.9 |
| 1983 | | | | 1.9 |
| 1984 | Employer-Based Training Program | Budget Change Proposal | 2.0 | 3.9 |
| 1984 | Vocational and Technology Instructor and Counselor In-service Training Program, and Contractual Education Study | AB 3938 (Farr) | 1.05 | 4.95 |
| 1985 | | | | 4.95 |
| 1986 | Small Business and Economic Programs Initiated<br>Began Plans of ED>Net Concept | Calif. Community Colleges, Board of Governors (BOG) | 0.0039<br>Redirection of Existing Funding to Expanded Categories | 4.989 |
| 1987 | Inter-Agency Agreement with Commerce Agency<br>Implemented Initial Phase of ED>Net | Chancellor's Initiative and BOG Action Item on Annual Plan | Redirection of Existing Funding to Expanded Categories | 4.989 |
| 1988 | ED>Net Implemented Statewide Coordination Network | Chancellor's Initiative and BOG Action Item on Annual Plan | Redirection of Existing Funding to New Categories | 4.989 |
| 1989 | Implemented ED>Net Centers | Budget Change Proposal | 0.188 | 5.177 |
| 1990 | Expanded ED>Net Centers | Budget Change Proposal | 1.129 | 6.306 |
| 1991 | ED>Net Program, Mission and Goals Codified<br>Trust Fund Established | AB 1497 (Polanco) | — | 6.306 |
| 1992 | Added Work Place Learning Centers | Budget Change Proposal | 0.667 | 6.973 |
| 1993 | | | | 6.973 |
| 1994 | Legislative Reauthorization of ED>Net Program and Addition of Formal Intent, Executive Committee and Reporting Requirements | AB 3512 (Polanco) | | 6.973 |

## Background

The Economic Development Network, ED>Net, was conceptually established in 1986. In 1988, ED>Net was implemented statewide under the guidance of a steering committee responsible for identifying statewide priorities and providing coordination for the program.

In 1987, the California Department of Commerce and the Chancellor's Office executed an agreement to develop and coordinate programs that serve the needs of business and promote the state's economic development. The agreement focused on improving access to education and providing training and services to business and industry. The agreement fostered the joint implementation of the Small Business Development Center program, along with the funding of local and regional community economic development projects and development of programs that supported international trade and community colleges services to prospective companies considering expansions or new locations in California.

In 1988, the Chancellor's Office, and California's 106 Community Colleges, initiated the programmatic infrastructure for ED>Net enabling the state's employers to access and utilize the considerable resources available within the community college system.

In 1989, the Chancellor's Office established a "one-stop" central point of access for employers seeking the services of community colleges. ED>Net's operational unit supports the initiatives by providing technical assistance, a statewide electronic bulletin board system (BBS), a database resource system, and centralized marketing and development activities through both its central office and its six regional lead colleges.

The ED>Net toll-free phone is staffed by a training specialist who can respond to questions, aid businesses in locating necessary services or resources, and help employers determine their training needs. The system is backed up with an electronic bulletin board which can be accessed by computer modem. Individual profiles of community college programs are available throughout the network.

In mid-1989, the Chancellor's Office established International Trade Development programs to develop and expand new courses in international trade development. Several colleges, using resident college resources and working partnerships with such community organizations as the World Trade Center Association and small business development centers, have implemented programs to assist sales across borders. The nine centers, along with a special export assistance center, now provide the nuts and bolts in helping thousands of California businesses to become competitive in the international marketplace.

In 1990, model community economic development programs were established to stimulate and focus economic development activities in their regions. The program provides limited funding to help community colleges participate in local economic develop activities. However, the program has the added dimension of providing technical services to other colleges that want to replicate all or parts of the models in their regions. The resulting products are disseminated through ED>Net to all community colleges, and regional training sessions are provided to assist community colleges in understanding the practical applications the model may provide.

In 1992, Workplace Learning Centers were added to the ED>Net program in recognition that today's workers need improved basic skills. Workers who cannot read well enough to do their jobs cost employers an estimated $225 billion a year. As rapidly changing technology and the increased need for competitiveness in a global economy dominate industry, today's workers need instruction in reading, writing, verbal communication, technical mathematics, problem solving, teamwork, and organizational effectiveness.

In 1994 new legislation was passed (AB 3512-Polanco) which extended the authorization of the ED>Net program to January 1, 1999 and contained language which added legislative intent, prescribed the membership and duties of the Executive Committee and expanded reporting requirements. The bill became effective January 1, 1995. Funding for Ed>net remains at the 1992-established level of $6.973 million.

## Mission

> *The mission of the California Community College Economic Development Network (ED>Net) is to advance California's economic growth and global competitiveness through quality education and services focusing on continuous workforce improvement, technology deployment and business development.*

The purpose of ED>Net is to provide education, training and technical services to business and industry in concert with the community colleges. ED>Net provides the needed flexibility for colleges to more fully apply their multi-billion-dollar resource system to serving new and expanding businesses in California as we approach the second millennia.

### ED>Net Goals Focus on the Following Areas

- *Response* — To coordinate a community college system response that meets statewide workforce needs and helps attract, retain, and expand business;
- *Priorities* — To identify economic development priorities and implement innovative solutions;
- *Capacity* — To build capacity to respond to local, regional, and statewide economic development opportunities;

- *Infrastructure* — To create a logistical, technical and marketing infrastructure for community college economic development activities;
- *Access* — To optimize business and industry's access to community college economic development services;
- *Partnerships* — To develop strategic public and private-sector partnerships;
- *Quality* — to pursue continuous quality improvement of community college economic development services.

## Employer Access

### How Does an Employer Access ED>Net Services?

Before the economic development program was formally launched, very few California Community Colleges offered systematic educational and training services related to economic development. The extent of economic development education and training services was typically limited to community services offered to individuals and limited contract education programs to businesses.

Today many avenues of access exist, not only for the business interested in the kinds of knowledge and skill development offered by the colleges, but also for workers whose only encouragement to advance their skills and knowledge is through the worksite.

Access to the community colleges' employer services had been systematically developed and now includes:

- *On-line services*, including environmental, export, small business, contract assistance, and even new home pages on the Internet;
- *On-site services* established so employees can receive customized training, attend on company time and be encouraged by their peers, unions, and supervisors;
- *Telecommunications Downlinks* established to inform groups statewide about new technologies appropriate for them and to provide training on those technologies from high level experts at low cost;
- *Circuit-riding services* available in outlying communities which have no regular access to other sources of services;

- *One-stop services* in civic centers and business centers with formal co-located arrangements to provide the help that's needed to get started and address specific kinds of issues;
- *800-line services* with calls from out-of-state companies seeking to relocate and requesting information on the kinds of programs offered by the California colleges, and in-state companies requesting information about resources in other regions of the state for consistent training;
- *Drop in, phone, fax, consultation sessions* at centers located in the community or on campuses. Services range from initial inquiries about the business knowledge and skills needed to start a small business to corporate partners involved in the delivery of post-secondary training leading to degrees or skills advancement for their employees;
- *Introductory workshops and materials packets* to guide one's consideration of suitability for starting an enterprise;
- *Professional development workshops* through continuing education;
- *Individualized/customized services* based on assessments; and
- *Marketing information* which has spread the word about services.

Access has been created by collaborating with businesses as well as various agencies, civic and professional/trade/union groups, and others with links to those who would benefit but generally not seek education and training on their own.

## Economic Development Project Funding Categories

In accordance with the stated mission, the Executive Committee and the Chancellor's Office have established ten continuing and six annual Economic Development Program funding categories. They are as follows:

**Continuing Program Funding Categories**

1. Advanced Transportation Technologies Centers
2. Biotechnologies Centers
3. Business Resource Assistance and Innovation Network (SBDC/BRAIN)
4. Centers for Applied Competitive Technologies (CACT)
5. Centers for International Trade Development (CITD)
6. Regional Economic Development, Contract Education Technical Support, and In-service Training
7. Regional Environmental Business Resource and Assistance Centers (REBRAC)

8. Locally-Based Statewide Economic Development Coordination Network
9. Locally-Based Statewide Program Leadership, Coordination, and Technical Assistance
10. Workplace Learning Resources Centers (WLRC)

**Annual Program Funding Categories**

1. Economic Development Training Set-Aside
2. Employer-Based Training
3. Model Programs for Community Economic Development
4. Project Evaluation and Annual Report
5. Intensive Technical In-service Training Programs
6. Vocational Education and Technology Instructors and Career-Counselor In-service Training Programs

## Access Barriers

### What are they?

Multiple barriers and challenges exist in creating and maintaining a world-class workforce. For example:

### State Level

**Differential Fees**: Certainly a primary concern is the appearance of multiple layering of charges to students and employers for certain instruction and services by colleges. The passage of AB 39, although it exempted the differential fee for contract education classes, has been interpreted so that it has strengthened the belief of many districts that they must still charge enrollment fees for non-apportionment funded credit contract education classes. This presents a particularly difficult barrier for the contract education program when colleges must charge an enrollment fee for credit classes in addition to the employer paying the full cost of instruction. Although the Chancellor's Office, in its memo of October 8, 1992, states that "we do not believe it was the intent of the legislature that contract education classes are subject to fees," this policy statement has been regarded as insufficient for eliminating the college's liability.

Charging enrollment fees has certain economic development impacts, as follows:

1. The fees hinder the ability of colleges to be competitive in their pricing structure. This situation has been exacerbated by the dramatic increases in enrollment fees in recent years;

2. Employers choose not to offer credit courses for their employees because the costs for credit courses are significantly greater than not-for-credit coursework; and

3. Economic Development activities will become an increasingly periphery operation on a campus and not an integrated part of the college mission.

**Employment Issues**: Collective bargaining agreements between faculty and the various colleges may affect the delivery of training and/or services to business. Some examples of these concerns include:

1. Using seniority as a sole basis for selecting instructors;

2. Instructor pay rates negotiated on a "percentage of contract" basis which limit the operation's ability to cover the direct and indirect program expenses; and,

3. Limits on the number of days that part-time classified staff may work, thereby creating unnecessary staff turnover and hampering operational efficiency impacting the quality and quantity of services for business and industry (this limitation is also in state *Labor Code*).

**Personnel Statutes**: The current *Education Code* in unclear as to whether or not a nonapportionment supported assignment for a part-time instructor should count toward instructional load and tenure (per *Education Code* Section 87482.5 relating to the 60 percent limit for part-time instructional employees). Many of the contract education courses are taught by part-time faculty. This may occur because full-time faculty may have already reached the overload limitations of their district, or simply are not interested in additional assignments. Unfortunately, these circumstances produce a situation where the part-time instructor, even though the employer may be fully satisfied with the ability of the instructor and is willing to bear the cost, is barred from providing instruction at greater capacity.

**Administrative Policy Conflicts Between Colleges**: The current administrative infrastructure in most colleges, while improving collaborative efforts both inside and outside the community college system, can act as a barrier to efficient handling of the processes associated with conducting business through contracts. Procedures and policies can vary significantly between districts. In particular, issues related to geographic service boundaries, use of faculty or other personnel, curriculum approval, and pricing for services inhibit the delivery of timely, quality services.

**Curriculum and Recruitment Policy Conflicts**: Local policies or regulations may create conflicts in meeting employer needs by increasing the difficulty of various processes, such as:

1. Generally lengthy processes for the review and approval of new curriculum—in the worst case it can take as long as 2 years to create a new program due to the multiple layers of review necessary for approval of course curriculum;

2. Protracted and sometimes unwieldy practices for instructor recruitment, selection and approval; and

3. Cumbersome procedures for contract or proposal approval.

**Resource Management**: Colleges, in many instances, fail to adequately plan and provide for the necessary resources to train faculty and to develop and promote fee-based programs and training services for workplace learning. College districts that do not embrace economic development as a part of their mission or perceive the importance of offering such partnership programs may characteristically, and chronically, short-change employers and fail to recognize the opportunities for job development in their communities

**Funding Source and Reporting Complexities**: Numerous and differing requirements or priorities associated with multiple funding streams severely hinders the ability of training providers to integrate various programs and services. Each program must often operate independently of other efforts due to reporting requirements. Differing eligibility requirements, outcome measures, and reporting requirements frequently do not support the concept of integration or collaboration at the service delivery level. This is particularly true in a "Centers" approach. Administratively, this approach tends to increase costs and hinder efficiencies in delivering services.

**Cost Recovery Mandates**: Current legislation requires economic development programs to cover, or match, all costs incurred in providing training and services. The strict interpretation of this requirement limits the initial development and growth of programs and serves to impede the attention to new, small businesses having 3-5 employees that are such a strong potential audience for ED>Net's services. Unfortunately, although these businesses have a demonstrated need they also have the smallest level of resources and cannot meet the statutory criteria for full cost recovery for training and instructional services.

## Federal Level

**Lack of a National Policy on Workforce Development**: Currently, no national policy for workforce development exists. In the past, major federal programs focused almost exclusively on the reclamation of dislocated workers and the hard core unemployed. It is still unclear how the recent changes in Congress will be implemented by the states. It is clear however, that the de-centralization of workforce programs through block grants assures a state-by-state approach rather than a broad national policy of workforce development which is likely to increase administrative bureaucracies and local political factionalism.

A national commitment to fund a comprehensive workforce is lacking. Although many states have a patchwork of loosely coordinated training programs, in most cases there are insufficient funds to launch workforce training initiatives comparable to those of European competitors.

Insufficient incentives exist for the private sector to invest in workforce development. Historically, we have provided incentives for capital investment, but have failed to provide similar incentives for investment in human capital. Currently, the national mood appears to favor even further distancing from a cohesiveness examination of the quality and potential of the workforce.

## Corridors to Economic Growth and Employment
## A Response to AB 3512 (Chapter 805, Statutes of 1994)

This report provides information on the progress and success of economic development grant programs funded by the Chancellor's Office of the California Community Colleges during the 1994-95 fiscal year.

The report, "Corridors to Economic Growth and Employment," is based on a compilation of findings from a comprehensive review of documents and reports from 92 funded projects as well as random validation of reported data. Project managers submitted a final annual report to the Chancellor's Office in which they described project performance and provided data profiles on program participants, activities, services and expenditures based on the expanded information requirements of AB 3512 (Chapter 805, Statutes of 1994).

This report was prepared in response to the requirements outlined in the *Government Code*, Section 15379.23, per the above Chapter. A summary of the report information as it correlated to the requirements of the statute, by page number, is provided in Appendix D.

## Small Business Development Centers and Business Resource and Assistance Centers (SBDC/BRAIN)

### What is the Role of SBDC?

As a part of the Business Resource Assistance and Innovation Network (BRAIN), these Small Business Development Centers (SBDC) provide comprehensive services to small business owners and to individuals interested in starting businesses. The Centers offer an immediate response to clients' inquiries and requests; they provide one-on-one counseling services to new clients and continue to work with them through the start-up phase of establishing a business. Some Centers also provide assistance to businesses interested in participating in innovation, research, and procurement programs. In addition, the Centers offer technical assistance to other colleges.

These Centers serve as networks of information, resource, and referral agencies for the small business community. In addition, the centers provide "How To" training workshops and classes. The end result is the creation of new businesses, improved management, increased productivity, business expansion, and job creation. By promoting successful and stable enterprises, the centers support the vital role of small business in California's economic development.

There are currently a total of 18 Centers throughout the state with twelve of the Centers having received ED>Net grants in 1994-95. All Centers offer a series of specialized small business courses, seminars, hands-on workshops and conferences to address needs not being met by existing small business program providers. Topics covered include employment law, bid package preparation, contract assistance, government bidding and contracting, and how to develop linkages with lenders to secure loans.

**Who are Served by SBDC?**

During the 1994-95 fiscal year ending June 30, 1995 approximately 11,929 individual inquiries representing 4,600 businesses and employers were served by SBDC, including self employed and start-up entrepreneurs. Of those businesses served, over 90 percent had fewer than 20 employees. Over 46 percent of the businesses contacting the SBDC were minority owned.

Of the industry sectors identified, the greatest number of participants, 42 percent, were from the service areas, followed by retail owners, 21 percent; health services, 17 percent; manufacturing, 9 percent; with the remaining 11 percent involving businesses in agriculture, wholesale trade, transportation and utilities, construction, finance, insurance, real estate and government.

**What Types of Services are Provided by SBDCs**

Providing an information network and technical assistance are key ingredients to a successful SBDC. In 1994-95, 40 colleges participated in 483 SBDC-sponsored and training-related events serving over 2,615 businesses/employers throughout the state. The bulk of those events were workshops and seminars, 83 percent, with other activities such as regular and alternative delivery courses (8 percent), Center-sponsored conferences (5 percent), and training programs (3 percent), with training presentations making up the remaining 1 percent of events.

Over 6,640 individuals participated in the above events with the largest volume of participants, nearly 5,500, attending SBDC-sponsored conferences, workshops and seminars. Participation entailed nearly 31,200 contact hours for all types of events including those described above as well as training presentations and programs, and regular and alternative delivery coursework.

Based on year-end reports filed with the Chancellor's Office, SBDCs responded to nearly 11,930 inquiries and requests for information during 1994-95. Of nearly 6,360 participants, over 3,600 were new to the system and received one-on-one counseling with 2,545 individuals seeking on-going counseling. Other services included 150 procurement leads as well as providing 190 technical assistance sessions to 9 other colleges.

Technical assistance sessions spent with other community colleges are to determine whether those colleges may wish to start, initiate, or develop similar services or programs. This activity includes demonstrating materials or assisting the colleges in how to use specialized program materials; troubleshooting problems related to the kind of services the program provides; and coaching new staff or new skills in other colleges related to the program's mission.

Without including dollars leveraged from federal partners (the U.S. Small Business Administration), and other state partners, such as the California Trade and Commerce Agency, ED>Net alone contributed $1,515,994 in grant funding from the Chancellor's Office which was matched by $2,095,335 from 206 business and industry partners. In other words, for every dollar ED>Net spent on small business development over $1.38 in additional funds were generated for that purpose. When funding from other governmental partners, such as the Economic Development program through the California Trade and Commerce and the U.S. Small Business Administration, is included, the ratio increases to 1:3.2 based on information provided by the Trade and Commerce agency.

### Who are the Strategic Partners for SBDCs?

Strategic Partnerships are partnerships established with business, industry, providers, community-based organizations, agencies, and others which share a set of goals. These partners may participate by acting as a co-sponsor to an activity or event or contributing to a project in support of economic development. A complete listing identifying strategic partners is provided for SBDCs, as well as all the other projects, is located in Appendix A of this report.

### Which Community Colleges Received Economic Development 1994-95 Grant Funds for SBDCs?

Information relating to the total number of grantees, participants and the level of grant and matching funds for the 1994-95 reporting period is provided in Table II.

**TABLE II**

Small Business Development Centers/
Business Resource and Assistance Centers

**1994-95 Chancellor's Office Grants**
**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/ Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 12 | 206 | $1,515,994 | $2,095,335 |

Those community colleges which received economic development grants for SBDCs in 1994-95 as well as reflecting actual expenditures and matching funds reported are provided in Table III.

## TABLE III

Small Business Development Centers/
Business Resource and Assistance Centers

**1994-95 Grant Funds, Expenditures
and Match Information, by College/Project**

| Participating Community Colleges | 1994-95 Grant Agreement Amounts | 1994-95 Actual Reported Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Bakersfield College | $ 142,378 | $ 142,249 | $ 217,728 |
| 2. Gavilan College | 100,674 | 100,674 | 101,600 |
| 3. Los Rios | 150,000 | 150,000 | 363,708 |
| 4. Mt. San Antonio College | 141,477 | 141,477 | 238,523 |
| 5. Napa Valley College | 163,600 | 163,600 | 230,556 |
| 6. Rancho Santiago | 150,000 | 150,000 | 165,205 |
| 7. San Joaquin Delta | 107,123 | 107,123 | 109,249 |
| 8. Sierra College | 85,000 | 85,000 | 110,400 |
| 9. Solano College | 142,824 | 142,824 | 215,000 |
| 10. Southwestern College | 116,264 | 114,647 | 116,264 |
| 11. State Center/Fresno City* | * | * | * |
| 12. Vista College, Peralta | 150,000 | 150,000 | 150,000 |
| 13. Yuba College | 68,400 | 68,400 | 77,102 |

*****_Note: State Center (Fresno City) has a grant funded in this category, but is included with the CITDs in the next section based on information provided in their year-end report._

### Give Examples of the Types of Services Provided by Small Business Development Centers

*Mt. San Antonio College, Pomona*: An article appearing in The Pasadena/San Gabriel Valley Journal Newspaper, August 24, 1995, edition, highlights the entrepreneurial efforts of Mr. Abdul-Salaam Muhammad in creating and developing his new business "Dr. Carver's Creamy American Original Peanut Butter." After being injured on his previous job and receiving retraining for a new career he followed his "vision" of establishing and owning his own company. He contacted the SBDC in Pomona and with the assistance of their consultants his product is now in production in the Southern California market.

*Peralta Community College, Oakland*: The owner of the Fremont Veterinarian Hospital contacted the Small Business Development Center for assistance in securing financing for his business. By working with consultants Sylvia Warren and Arthur Washington, the owner was able to secure a sizable loan from the Bank of Oakland. The company has 10 employees and with SBDC help, the business, and jobs, were saved.

## Centers for International Trade Development (CITD)

### What is the Role of CITD?

In California, export trade provides one out of 12-15 jobs in the state. Shrinking domestic markets and expanding trade opportunities worldwide mean businesses will continue to expand their global marketing efforts. That expansion can only be accomplished by developing new strategies, learning new languages and complying with varying regulatory and market demands globally.

The goals of the community colleges and their business partners in establishing the Centers for International Trade Development (CITD) as an initiative of ED>Net are to enhance the competitive strength of California businesses in the international market place and support international trade development in their local communities. The colleges have developed courses in international business, identified local businesses interested in international trade, distributed leads on international trade to local businesses and provided technical support to businesses. Last year the Centers for International Trade Development assisted small businesses in generating over $40 million in trade.

There are currently a total of nine Centers and a satellite office located throughout the state with all nine of the Centers having received Economic Development grants from the Chancellor's Office in 1994-95. All Centers offer export workshops and seminars, referral and resource services, international databases and trade libraries as well as advanced technical assistance in the areas of management, marketing, financing and regulations. The Centers offer ready access to computer networks providing up-to-the-minute data on international business including country profiles and information on government reports. In addition, the Centers provide specialized training in areas of export documentation, freight forwarding, pricing, terms of sale, contracts and agency agreements, and methods of payment.

The Centers provide specialties that meet specific requirements such as staff members fluent in most major languages and who can provide expert advice on establishing global partners in the Far East, the Middle East, Eastern and Western Europe, South America, Japan, Mexico, and Latin America. Having gained expertise in a variety of entrepreneurial areas, staff is able to supply information relating to export strategies, logistics and finance as well as product and international market research and development.

### Who are Served by CITD?

During fiscal year 1994-95 the nine CITD projects currently receiving grant funds from the Chancellor's Office served 4,980 businesses and employers located throughout the state. Of those served, approximately 89 percent had fewer than 50 employees—only 1 percent had more than 500 employees. Over 23 percent of the businesses contacting the Centers were minority owned with less than 14 percent of the employers being women.

Of the industry sectors identified, the greatest number of types of businesses seeking assistance, over 30 percent, were agricultural, followed closely by manufacturing (both durable and non-durable goods) with 27 percent. Wholesale and retail trade made up 22 percent of the businesses served. Service industries accounted for less than 12 percent, with the 9 percent balance made up of services in the health fields, construction, transportation and utilities, finances, insurance, real estate and government.

## What Types of Services are Provided by CITD

CITDs across the state provide classes, workshops and one-on-one counseling to small- and medium-sized businesses already involved in, or with an expressed interest in, international trade. In 1994-95, 60 community colleges participated in over 300 CITD-sponsored training-related events serving over 1,900 employers/businesses statewide. Of the events reported, 1700 of them, or 89 percent, were CITD-sponsored conferences, workshops and seminars. Other activities included training programs, 9 percent, with the balance of activities comprised of regular coursework and train-the-trainer events for a combined 2 percent.

Over 5,720 individuals participated in the training-related activities cited above. The largest number of participants, over 3,020, or 53 percent, attended CITD-sponsored conferences; Workshops and seminars comprised the second most heavily attended functions with 2,515, or 44 percent of total participation, followed by train-the trainer (less than 2 percent). The balance of activities, training programs and presentations, and regular coursework, comprise the remaining 1 percent of participants.

CITD-sponsored conferences offering information and networking among those pursuing entrepreneurial goals in international trade, have proven to be the most popular means of reaching the greatest level of client education and participation. In 1994-95, the Centers managed nearly 35,000 contact hours with the greatest level of contact occurring at CITD-sponsored conferences, nearly 74 percent. Again, workshops and seminars followed, with 22 percent. Training programs and presentations, along with train-the-trainer sessions made up the remaining 4 percent of contact hours.

Based on year-end reports filed by grantees with the Chancellor's Office, CITDs responded to nearly 36,200 requests for information services and technical assistance from more than 575 employers/businesses in the 1994-95 fiscal year. The types of informational services and technical assistance provided to the 1,064 participants include: responding to inquiries and requests, providing one-on-one counseling (both to new and on-going participants),13 percent; providing trade leads (13 percent), trade information (26 percent) and technical assistance to 28 other colleges (48 percent). In 92 percent of the events identified, the activities occurred at community college sites which serves to demonstrate how the colleges continue to function as the educational hub for adult learning in their respective communities. The Centers reported a total of 5,448 hours of service to clients (contact hours) for the one year period, for an average of 5.12 hours per participant.

The Chancellor's Office provided $602,133 in Economic Development funding to nine International Trade Centers in 1994-95. This funding was provided with the expressed contractual understanding that these dollars would be matched, and exceeded, by local business and other partners for the purpose of providing trade assistance, referrals, counseling and other services to meet international trading needs. Without including funds from other state and federal partners, CITDs receiving grants leveraged $774,178 from business partners during 1994-95.

Table IV provides grantee, participation and grant funding information for CITDs for the 1994-95 fiscal year. Please note that the numbers below include one project (State Center) funded under the BRAIN grant category, but self-reporting as a CITD.

**TABLE IV**

Centers for International Trade Development

**1994-95 Chancellor's Office Economic Development Grants**
**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 9 | 108 | $602,133 | $774,178 |

### Which Community Colleges Received Economic Development 1994-95 Grant Funds for CITDs?

Those community colleges receiving economic development grants and actual expenditure and matching funds information for CITDs for 1994-95 are provided in Table V.

**TABLE V**

Centers for International Trade Development

**1994-95 Grant Funds, Expenditures**
**and Match Information, by College/Project**

| Participating Community Colleges | 1994-95 Grant Agreement Amounts | 1994-95 Actual Reported Expenditures | 1994-95 Cash/ In-kind Match |
|---|---|---|---|
| 1. Citrus College | $ 75,000 | $ 75,000 | $ 137,957 |
| 2. Coastline Community College | 75,000 | 75,000 | 76,454 |
| 3. State Center/Fresno City College* | 35,000 | 35,000 | 111,028 |
| 4. Merced College | 75,000 | 75,000 | 80,520 |
| 5. Oxnard College | 75,000 | 74,694 | 75,474 |
| 6. Riverside College | 75,000 | 75,000 | 97,216 |
| 7. Sacramento City College | 75,000 | 75,000 | 75,529 |
| 8. Southwestern College | 75,000 | 74,575 | 75,000 |
| 9. Vista Community College | 75,000 | 42,864 | 45,000 |

**Note:* *The State Center (Fresno) grant received BRAIN funding for this project, but it's inclusion with CITDs is based on information provided in their 1994-95 year-end report.*

## Give Examples of the Types of Services CITDs Provide to Local Entrepreneurs

*Southwestern College, Chula Vista*: Southwestern College is committed to it's CITD and international trade activities. The college is located near the U.S. and Mexico border and operates as a co-location for the CITD and SBDC programs. The Center has recently signed a new cooperative agreement with the Mexican Entrepreneurial Development Bank Nacional Financiera (NAFIN). The agreement offers significant bilateral trade potential to the business community on both sides of the border, participation in joint staff development projects and a public awareness campaign. A NAFIN counselor is periodically available for client appointments at the CITD location.

*Citrus College, Glendora*: The Citrus College Center for International Trade Development (Citrus CITD), located near Los Angeles in Southern California, recently completed an annual survey of its clients to determine the level of impact on the local economy. The survey was designed to obtain outcome data regarding dollar volume of international sales, services which contributed to international trade success, and jobs created or retained as result of services provided by the Center. Survey results indicated that the one-on-one consultation services, trade leads and resource library maintained by the Center assisted clients to achieve international sales in the amount of nearly $5.3 million. The Center's clients reported that as a result of the $75,000 Economic Development grant from the Chancellor's Office 26 jobs were created and 3 jobs were retained based on services offered by the Citrus CITD.

*Southwestern College, Chula Vista*: Techbridge International is a family-owned two-year-old export business located in Vista, California. The owner, Robert (Rob) Applegate, with his father, came to the Southwestern CITD for assistance in starting up a company specializing in hard to find replacement parts for the heating, ventilating and air conditioning (HVAC) industries. Techbridge fills this need by sourcing from major manufacturers and other parts manufacturers in serving an overseas market.

The Center was able to help Rob define the business start-up process, from legal requirements to logo design and the development of marketing brochures. In addition, the Center was able to provide advice on pricing and payment terms via letters of credit.

Rob has returned to the Center for continued assistance as his business has expanded. Techbridge now serves customers in Israel, Taiwan, the United Kingdom, Korea, and Malaysia. Rob, fluent in Chinese, is now consulting with another company, SJS International, to promote a trade show in China to assist companies that want to sell and/or manufacture products in China.

## Workplace Learning Resource Centers (WLRC)

### What is the Role of the Workplace Learning Centers (WLRC)?

Effective workplace learning programs are designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance and increased potential for greater earnings. Through these centers, the community colleges provide business and industry with a variety of workplace learning services, including occupational-specific skills assessments, task analysis, basic skills, English as a second language, analytical and problem-solving skills, and teamwork. These services are critical to California's ability to provide a highly trained and diverse work force.

The ten current Workplace Learning Resource Centers, located throughout the state, focus on critical services enabling workers to have the necessary skill levels and comprehension to meet the enhanced needs of the workplace and to understand new technologies. To accomplish these goals the Centers initially provide an assessment of workforce skills and analyze these findings to determine training needs. Once the needs have been identified, the employer and college faculty work together to design customized curriculum packages and to determine where the instructional programs will be offered—depending on the need, instruction may occur on campus or at the worksite.

### Who are Served by WLRC?

Economic Development funds are utilized at Workplace Learning Resource Centers to design and develop workplace training programs and to provide needed instructional resources for local businesses, government agencies and community-based organizations.

In 1994-95, ten WLRC Centers received Economic Development grant funds from the Chancellor's Office. The Centers served 82 employers and 77 community-based organizations throughout the state; Of those businesses served, 33 had less than 250 employees with 52 percent having greater than 250 employees. Of the businesses identified, 33, or 40 percent, of the businesses had more than 500 employees. According to those Centers reporting, 15 businesses were minority owned with only one business identified as being owned by a woman.

Of the industry sectors identified, the highest rate of participation was, in descending order, manufacturing (61 percent), government (22 percent), services and retail trade (11 percent), with health and financial services and transportation/utilities making up the remaining 6 percent. A total of 118 colleges received technical assistance and training during the course of the year (this number reflects duplicate counts in some cases because colleges utilized the Centers in more than one reporting quarter). A total of 66 new contracts were initiated.

A total of 671 college faculty received training or technical in-service from the Workplace Learning Resource Centers during the 1994-95 fiscal year. Of those, 270, or 40 percent, were male, and 60 percent were female. The majority of the faculty, 64 percent were white; 10 percent were Hispanic; 9 percent were Asian; 4 percent were African-American; less than 1 percent were Aleutian; and the remaining 12 percent were of unknown ethnicity.

Over 2,000 students received services from the Centers with women making up 53 percent of the enrollees and men comprising the remainder. Nearly 37 percent of the students were white; 29 percent were Hispanic; 28 percent were Asian; 5 percent were African-American; only 4 students were identified as being of Aleutian ancestry, and the remaining population was of undetermined ethnicity.

In addition to the students identified above, nearly 700 clients were served based on arrangements with community based organizations. The number of women receiving services, 63 percent, far exceeded the number of men, 256, receiving services from the Centers. Hispanics, at 45 percent, were identified as the greatest beneficiaries of services, followed by white clients, 23 percent Asian clients comprised 20 percent; African-Americans, 10 percent; with Aleutians and those of unknown ethnicity comprising the remaining 2 percent.

The number of participating employees, whether of business or government, exceeded 2,450—55 percent were male and 45 percent were female. The ethnicity of participants breaks down as follows: White, 34 percent; Hispanic, 31 percent; Asian, 24 percent; African-American, 5 percent; Aleutian, a total of 7 in number with unknowns making up the remaining 6 percent.

### How are the Types of Services Received From the Workplace Learning Resource Centers Profiled in this Report?

The following technical assistance and information report phase profiles the types of services received rather than emphasizing the individuals or groups served. However, employers, whether from the private sector, government or community based organizations utilized technical assistance and information services from the Centers. Based on reports filed by the grantees, nearly 3,100 responses were made to requests for information. These inquiries may have been made by phone, fax, or in-person—all contacts or inquiries are included in this count and include referrals to other resources.

Nearly 100 demonstrations of equipment and software-based presentations of techniques, equipment, software, and automated processes were provided for over 260 participants representing 105 employers during the 1994-95 reporting period. The purpose of these demonstrations was to potentially improve the functioning of the client organization. The Centers provided nearly 700 contact hours for these services.

An organizational needs analysis and literacy task analysis is the basis for conducting a formal assessment of a company's or government agency's needs as a context for developing an appropriate intervention strategy. Approximately 60 of these analyses were prepared for 234 participants and may have been conducted for an entire company, a department, or a job type. More specifically, a literacy task analysis assesses literacy requirements of a specific job task in an organization. Centers provided over 800 contact hours for these types of analyses in 1994-95.

Nearly 1,560 assessments were conducted to measure employee's skill levels and to appraise for placement based on individual competency levels for a job type. The areas most likely measured would include reading, writing and English language skills. Nearly 16,000 contact hours were provided by Centers for these services provided to nearly 2,630 participants.

More than 480 contracts were initiated for learning lab development and tutoring. These arrangements provide students and/or employees with coaching outside of class in order to complete course proficiencies. More than 830 participants benefited from these instructional arrangements with 13 employers. Centers provided nearly 20,600 contact hours of services for these purposes.

Employee education and career planning was the least utilized profiled category for technical assistance and information services based on reports submitted to the Chancellor's Office. Over 40 students/employees in this program were assisted in identifying career aptitudes, career goals and paths, or career ladder options. An educational course of action, which usually includes a written plan which is reviewed with the employee, was developed for employees to attain some identified goal. Only four employers participated in this category. Centers provided 121 contact hours in performing these services.

Centers provided 74 customized curriculum services to 655 participants from 64 employers. These services are designed for a particular business or group of businesses with unique, identified needs for which off-the-shelf curriculum modules are unsuitable. More than 6,300 contact hours were utilized by the Centers to provide these curriculum services.

According to year-end reports, Centers offered 147 technical assistance sessions to 80 other colleges during the reporting period. These sessions may determine whether to initiate similar services at other sites, demonstrate materials, troubleshoot problems, or to coach new staff or new skills in other colleges related to the program's mission. These sessions are separate from in-service training which are discussed later in this report.

The Centers offered a total of 766 training sessions to 589 employers during the past fiscal year with more than 59 percent of those sessions made up of training presentations and programs, workshops and seminars, and train the trainer types of activities. The balance of sessions, 41 percent, were either regular, full length courses taught by faculty or alternative delivery courses. Alternative delivery courses are defined as a number of sections of a course taught in an alternative manner such as in an intensive time frame, or through telecourses. Nearly 4,250 individuals from business, government, community based organizations and colleges participated in these training events.

Business, government, community-based organizations and colleges reported a total of 110,701 contact hours of training from WLRC Centers. Business and government were the largest users with nearly 80,000 contact hours, followed by community-based organizations with 27,173 contact hours. Colleges, a distant third place, reported 3,761 contact hours for training from the Centers.

The Centers also increase the capacity to deliver these services throughout the state by serving as a valuable resource to all the community colleges for faculty in-service training, instructional delivery models, curriculum and instructional materials and technical assistance.

## Which Community Colleges Received Economic Development 1994-95 Grant Funds for Workplace Learning Resources Centers?

Grantee, participation and grant funding information for the 1994-95 fiscal year for WLRC are provided in Table VI.

**TABLE VI**

Workplace Learning Resources Centers

**1994-95 Chancellor's Office Economic Development Grants**
**College Participation, Strategic Partners, Grant Funds and Match**

| Number of Colleges Receiving Grants | Number of Business/ Industry Partners | Level of Economic Development Grant Funding | Level of Federal Matching Funds | Leveraged Funding/ Matching Funds |
|---|---|---|---|---|
| 10 | 162 | $663,924 | $795,365 | $678,934 |

Table VII displays those community colleges receiving economic development grants and provides actual expenditure and matching funds information for WLRC for 1994-95:

**TABLE VII**

Workplace Learning Resource Centers

**1994-95 Grant Funds, Expenditures and Match Information, by College/Project**

| Participating Community Colleges | 1994-95 Grant Agreement Amounts | 1994-95 Actual Reported Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. American River College | $ 66,700 | $ 65,963 | $ 66,067 |
| 2. College of the Desert | 66,700 | 66,700 | 79,885 |
| 3. El Camino College | 66,700 | 65,782 | 65,782 |
| 4. Fullerton College | 66,700 | 66,700 | 66,700 |
| 5. Merced College | 66,700 | 66,700 | 67,000 |
| 6. West Valley-Mission | 66,700 | 66,700 | 66,700 |
| 7. Oxnard College | 66,700 | 65,279 | 66,700 |
| 8. Rancho Santiago | 66,700 | 66,700 | 66,700 |
| 9. San Diego | 66,700 | 66,700 | 66,700 |
| 10. San Francisco City College | 66,700 | 66,700 | 66,700 |

## Give Examples of the Types of Services a Workplace Learning Resource Center Provides

*Rancho Santiago College, Santa Ana*: The Workplace Learning Resource Center at Rancho Santiago College relocated from its campus setting recently to the Business and Industry Services Center (BISC) at 901 E. Santa Ana Boulevard in Santa Ana to better facilitate community access. The WLRC is now part of a "one stop" facility dedicated to providing direct services to the local business community and to local entrepreneurs. Clustered at the facility with the WLRC is Contract Education, the Quality Assurance Department, the BOSS (an entrepreneurial training program), and business incubators that are also managed by Rancho Santiago College.

The Workplace Center provides services to community-based organizations (CBOs). For example, during the past year the Center worked with Operation SER for job search assistance and provided technical assistance to a variety of diverse populations including the Vietnamese Community of Orange County, the Vietnamese League of Orange County, and the Native American Cultural Center of Orange County.

Additionally, the Center has worked with the Coast Community College District's JobLink Program to develop and deliver three literacy models to local employers and assisted in the development of JobLink's learning laboratory software and instructional materials.

*Merced College, Merced*: The WLRC at Merced College has established various contracts for training in such diverse areas as: non-traditional employment for women, basic skills, computer literacy, security training and child care.

*For example*: The Nontraditional Employment for Women (NEW) program was one of the most innovative of the training projects offered by the Center. It provided pre-vocational training to women of various employment and ethnic backgrounds at one of California' largest poultry-producing companies. The 46-hour training course gave participants an opportunity to move into higher wage-earning positions that are traditionally considered "male-dominated." All of the May 1995 graduates have gone on to pursue other more highly paid employment opportunities within their company which has allowed them to utilize their newly acquired safety and basic skills training.

The curriculum for the above program was customized to meet the needs of both the employer and employees and was adapted from another project to provide pre-vocational training to women interested in pursuing nontraditional careers.

*Another example:* The Merced WLRC continued to build upon its local networking with the Lao Family Community, Inc., by providing 471 Asian students with approximately 46 hours each of reading lab instruction, tutoring and assessment in conjunction with the Merced College English as Second Language (ESL) program. The students were given an opportunity to work on those computer programs which they felt would reinforce specified skills areas. Throughout this particular program, the students were tested to indicate whether or not they had competently acquired each of the skills in their course of study. The reading program resulted in students better able to participate in the development of their education and careers due to their newly acquired skills and improved English comprehension.

*San Francisco City College, San Francisco*: The San Francisco WLRC designed a project to serve special population students in the Garment 2000 Consortium, which is comprised of ten garment factories in San Francisco, and includes contractors and organized labor. The 20 participants were of Chinese ancestry, and were non-native speakers. The class was comprised of an equal number of men and women. The Center provided English language instruction to non-native speaking employees representing all ten garment factories. Initially, the class was scheduled to meet only once a week, however, the garment workers were so enthusiastic about the course that they requested the class meet an extra night each week.

The participants worked all day in their respective factories and attended evening classes to improve their English skills. Because of the employees' enthusiasm and requests for additional classes, the Center negotiated a new contract with the Garment 2000 Consortium for additional courses.

## Locally-Based Statewide Leadership and Technical Assistance Programs

### What is the Purpose of Funding Leadership and Technical Assistance Programs?

Leadership and technical assistance provide an integral part of the statewide infrastructure that supports the over-all economic development programs of community colleges. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the ED>Net program.

Local colleges provide statewide leadership to: (1) Build the system's capacity to deliver education, training, and services appropriate to small-and-medium-sized businesses; (2) Coordinate resources; and (3) Provide a system-wide response to economic development opportunities.

There are seven colleges funded under this category. Each college provides specific locally-based leadership for each initiative. The lead colleges provide leadership activities such as described below:

- development of innovative solutions in strategic priority areas;
- identification, acquisition, and leveraging resources to support their initiatives;
- assisting colleges in building the capacity to respond to local, regional and statewide economic development opportunities;

- assist in providing optimum employer access to community colleges economic development programs and services; and
- building strategic public and private sector partnerships.

By having the basic economic development infrastructure in place and functioning at the various Centers and colleges, opportunities can be leveraged to expand dollars, services and capabilities beyond the basic equity levels. An example of leveraging resources is as follows:

*San Diego Workplace Learning Resource Center*: The San Diego Workplace Learning Resource Center received a VATEA Title II-A Leadership grant to deliver a distance learning professional development curriculum model utilizing authoring software allowing creation of both standard and customized curriculums. Partners included The Princeton Center (ExpressTrain) and a majority of the ten Workplace Centers (Fullerton, Oxnard, College of the Desert, El Camino, and American River College). The project has been funded for two years at $100,000 per year. Princeton Center has, to date, contributed $45,000 in the form of product cost reduction as well as provided thousands of additional dollars in technical assistance. By the end of the second year approximately 280 faculty from all around the state will have received training and at least 35 curriculum models will have been developed.

The above example dovetails with the mission statement for the Workplace Learning Resources Initiative which states: The mission of the Workplace Learning Resource Initiative is to improve the quality of the workforce through partnerships focusing on the identification, development and delivery of workplace learning resources.

### Describe the Various Economic Development Leadership and Technical Assistance Program Funded by the Chancellor's Office in 1994-95

*Biotechnology*: The 1994-95 reporting year marks the start of the first phase of the development of a statewide biotechnologies initiative. The biotechnology industry is in transition from research and development, with its attendant high-end employment force, to a broader-based, vastly enlarged, technical work force that will handle the manufacturing, sale, and distribution of its products.

As biotechnology advances from the laboratory and clinical trials, investors and outside agencies are expected to spur growth by putting $3 billion to $5 billion into the biotechnical industry in the next five years. Goals for the first year have included: (1) identifying colleges interested in forming a consortia; (2) developing industry partners; (3) identifying employment and training opportunities; and (4) providing leadership for model curriculum, instructional materials, training and technical services.

The biotechnology industry in California is most heavily concentrated in the San Francisco Bay area in the north, and in San Diego County in the southern part of the state. Two consortia have been formed that focus on biotechnology education. These consortia have representation from a core of community colleges, four-year institutions of higher education, K-12 schools and districts, the biotechnology industry, professional organizations, governmental agencies, and national laboratories. A primary activity under this project has been to coordinate efforts between the two consortia and their diverse memberships.

### Provide an Example of the Types of Services Available Through the Biotechnology Initiative

*Ventura College/California Biotechnology Education Consortium (CBEC)*: Working in conjunction with industry and educational partners, members of CBEC designed and submitted an internship program to the U.S. Department of Energy for funding. The internship program provides for several community college faculty members to participate in a semester-long sabbatical leave to work at the Lawrence Berkeley National Laboratory (LBNL). Interns will receive training and experience in research laboratories in which significant primary research is actively in progress. In addition, community college students will work with LBNL staff in biotechnology and related science fields.

Although the LBNL has internship programs for K-12, 4-year college/university, graduate and post-doctoral students, this project is the first designed for community college faculty and students. It is an excellent example of excellent planning development through partnership efforts.

*Advanced Transportation Technologies Initiative (ATTI)*: ATTI is a new initiative developed by the College of the Desert as an extension of its Energy Technology Training Center (ETTC). The program's goals for this year include: (1) establishing a statewide consortia of colleges; (2) providing coordination; (3) identifying and developing resources; (4) identifying college sites to respond to statewide training needs; and (5) expanding California's leadership role in model curriculum, instructional materials, training, and technical services.

### Who are Served by the ATTI?

Based on the 1994-95 final report submitted to the Chancellor's Office the ATTI served 2,313 participants affiliated with 147 different employers and 32 colleges. These participants received a total of 1,760 hours of services. In addition, 640 hours of instruction and training were provided to an additional 1,815 participants representing 235 employers. Instruction included topics such as: Overview of Gaseous Fuels System, Stoichiometry, Troubleshooting Fuel and Ignition System Components and Overview of Bi-Fuel Conversions and Electronic Interface. The principle delivery method was session presentations followed by workshops and seminars. Train the trainer, faculty on-site , In-service training and conference sponsorship provided the remaining methods of delivery of training.

### Provide an Example of Recent Accomplishments for the Advance Transportation Technology Program

Those interested in the burgeoning use of alternative fuel systems, including strategic partners such as the Southern California Gas Company, Pacific Gas & Electric, and Southern California

Association of Governments (SCAG) Economic Partnership are working to enact legislation for the ATTI program. This legislation, if enacted, will provide an investment of $2.5 million in state funds to fund 20 Training Centers, develop teaching manuals and curricula and provide training of faculty. The enabling pieces of legislation, AB 1145 (Morrissey), AB 1867 (Katz) and AB 929 (Battin), are two-year bills currently pending further committee hearings in the next legislative session.

### Identify Other Examples of Leadership and Technical Assistance Program Efforts

*Proposal Writing*: The Directors of Small Business, Environmental Technologies, Workplace Learning, and International Trade worked together to prepare a grant proposal from the Department of Defense (DOD) funds for economic development. As a result, the California Community Colleges received $3.125 million in DOD funding for this purpose.

*Logistical, Technical, and Marketing Infrastructure*: The Director of International Trade Development assisted the committee with the development of a state-wide Marketing Plan outline and a regional plan outline. In addition, a brochure is currently being developed to provide information for students interested in careers in international trade and import/export.

*Pursuit of Continuous Quality Improvement*: The Director of Environmental Technologies is restructuring in order to further open economic development processes to faculty. The new structure will offer expanded staff in order to regionalize the programs and to promote increased faculty involvement and participation.

*Strategic Public and Private Partnerships*: The Director of the Small Business Development Programs has assisted in the development of an acceptable interagency agreement between the California Trade and Commerce Agency and the Chancellor's Office.

Table VIII provides information regarding the number of grantees, the level of participants outside the community college system and related funding information for Leadership and Technical Assistance programs.

**TABLE VIII**

Locally-Based Statewide Leadership and Technical Assistance Program

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/ Industry Partners | Level of Economic Development Grant Expenditures | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 7 | 59 | $474,592 | $612,510 |

The colleges which received grant funds for Leadership and Technical Assistance programs in 1994-95 and the level of actual expenditures and matching funds based on the 1994-95 Economic Development Final Reports are provided in Table IX.

**TABLE IX**

Locally-Based Statewide Leadership and Technical Assistance Program

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community College | Project Category | 1994-95 Grant Agreement Amounts | 1994-95 Reported Actual Expenditures | 1994-95 Cash/ In-kind Match |
|---|---|---|---|---|
| 1. Bakersfield College | BRAIN/SBDC | $ 109,468 | $ 109,468 | $ 109,468 |
| 2. College of the Desert | Transportation | 35,125 | 35,125 | 35,125 |
| 3. Fresno | Applied Technology | 55,276 | 55,276 | 55,276 |
| 4. Fullerton College | Workplace | 102,994 | 92,823 | 138,164 |
| 5. Napa College | Environmental | 68,446 | 62,921 | 107,671 |
| 6. Sacramento City | International Trade | 90,004 | 90,004 | 137,759 |
| 7. Ventura College | Biotechnology | 28,975 | 28,975 | 29,047 |

## Regional Environmental Business Resource and Assistance Centers (REBRAC/BEAC)

### What is the role of REBRAC/BEACs?

REBRAC/BEAC Centers coordinate statewide programs and services designed to mitigate the impact of environmental compliance regulations. These regulations specify the manner in which businesses may handle, store, use, and dispose of hazardous materials. Also, they regulate air and water pollution and traffic congestion, as well as measures designed to minimize the production of waste. The Centers provide four basic services: (1) compliance counseling; (2) applied technology counseling (including energy conservation); (3) financial counseling; and (4) environmental audit assistance. The Centers assisted in the development of model certificate and associate degree programs in Environmental Technologies.

### Who are served by the Environmental Technology program?

Environmental Technology (ET) leadership strengthens ED>Net's offerings in short term and contract education offerings in ET and represents the community colleges to other agencies, organizations, and partnerships in areas of ET education. In addition, this leadership coordinates, distributes and provides assistance for the continued development of up-to-date short-term instructional materials and represents the community colleges on the various public safety committees. The Environmental Technology curriculum is currently being offered at 24 colleges and is the basis for a national curriculum being developed by the National Science Foundation.

The Environmental Technologies initiative has established a Home Page (**http://nvc.cc.ca.us/et/**) for Environmental Technology on the World Wide Web at Napa Valley College. This Home Page acts as a gateway to 50 environmental data bases offering expanded access and information on the Internet.

During 1994-95 the two BEACs reported serving 3,876 employers and businesses in both Northern and Southern California. Of those businesses served, nearly 66 percent had fewer than 50 employees; only 4 percent had more than 500 employees.

Based on 1994-95 final reports filed with the Chancellor's Office small manufacturing companies were the greatest users of BEAC services (38 percent), followed by services industries (26 percent), with governmental usage a somewhat distant third at 14 percent. Of the other categories measured wholesale trade was in last place, reporting only 15 participating businesses/employers.

BEACs provided 4,803 technical assistance services and information to 1,607 businesses and 58 colleges. More than 900 contact hours were utilized to provide information to 1,778 participants. The participants received services and information relating to financial assistance, environmental audits, and technical and compliance counseling.

A total of 111 training sessions were provided to 348 employers through presentations, workshops, seminars, training programs and instructional courses. Nearly 2,500 individuals participated in these events involving a total of 31,387 contact hours.

Information gathered reflecting the gender and ethnicity of faculty receiving BEAC services indicates that whites and males were the predominant recipients, 29 percent and 56 percent respectively. Female employees were the least served with a representation of only 17 percent of those measured.

**Which Community Colleges received 1994-95 Economic Development Grant Funds for REBRAC/BEACs?**

Table X provides information regarding the number of grantees, the level of participants outside the community college system and related funding information for REBRAC/BEACs.

**TABLE X**

Regional Environmental Business Resource and Assistance Centers (REBRAC/BEAC)

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Expenditures | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 2 | 40 | $198,088 | $304,133 |

Table XI displays the colleges which received grant funds for REBRAC/BEACs in 1994-95 and the level of actual expenditures and matching funds based on the 1994-95 Economic Development Final Reports.

**TABLE XI**

Regional Environmental Business Resource and Assistance Centers (REBRAC/BEAC)

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Agreement Amounts | 1994-95 Reported Actual Expenditures | 1994-95 Cash/In-kind Matching Funds |
|---|---|---|---|
| 1. San Francisco City College | $ 100,000 | $ 100,000 | $ 124,310 |
| 2. Fullerton College | 100,000 | 98,088 | 179,823 |

**Give examples of the types of services provided by Regional Environmental Business Resource and Assistance Centers (REBRAC/BEACs):**

The following examples demonstrate the varying roles played by the REBRAC/BEACs in small business development and base closure issues.

*Fullerton College/North Orange County Community College District*: A plastics grinding operation, a minority-owned company located in San Bernardino County, contacted the Center seeking information on financial opportunities, sources of feedstock, site re-location and assistance with health and safety issues. The BEAC facilitated contacts with appropriate agencies including the Inland Empire Permit Assistance Center and the California Integrated Waste Management Board (CIWMB). These networking efforts enabled the company to locate a less expensive and larger facility; CIWMB provided several potential feedstock suppliers; and the Center assisted the client in identifying relevant health and safety issues.

The company currently has two employees, but plans to expand its work force an additional five to ten people. They are currently diverting approximately 12 tons per month of various types of plastics from landfills, but estimate they have the capacity to divert triple that amount of waste.

*San Francisco City College*: Zapit Technology is a Santa Clara-based firm that uses a technology developed at Lawrence Livermore National Laboratory to destroy VOCs (volatile organic compounds) with electron beams. While the company and the process represent technology transfer and defense conversion at its best, Zapit originally found it more expedient to do their research and development in Tennessee rather than struggle through the environmental red tape in California.

In late 1994, Zapit opened discussions with the University of California in hopes of bringing their research and development work back to California and re-locating on the about-to-open UC Monterey Bay Center for Science and Technology. The BEAC was asked by the University to assist in this effort. Subsequently, the BEAC worked with Zapit in obtaining necessary permits and facilitated their efforts in dealing with a variety of agencies responsible for waste water discharges, storage of hazardous materials, and the treatment of hazardous waste. With BEACs assistance, Zapit was able to obtain needed permits and sign a lease for their new R&D facility at Fort Ord in approximately four months. Equally important, BEACs efforts helped to return well paying jobs and business to California.

The Northern California BEAC staff had already begun working with the Fort Ord Reuse Authority (FORA) providing assistance to the reuse project several months before the Zapit effort started. This broader work is continuing as an effort to refine the "Zapit" model so it can be used to assist businesses interested in locating at Fort Ord with environmental compliance and permitting requirements.

The Fort Ord experience is a model that could be used to assist other REBRAC bases and communities in these times of base closures. Specifically, the BEAC is working with the City of Alameda, the Alameda County Economic Development Advisory Board, and several businesses to help them over the environmental regulations hurdles to begin the reuse of the Alameda Naval Air Station.

## Centers for Applied Competitive Technologies (CACT)

### What is the role of CACTs?

The CACTs share four characteristics or features in common: (1) a demonstration site built around a Computer-Integrated Manufacturing and/or Enterprise (CIM/CIE); (2) a philosophy based on Total Quality Management (TQM); (3) a commitment to provide training and services to promote the TQM concept; and (4) the use of technology transfer teams. Training includes continuous process improvement, "just-in-time," statistical process control, team work, leadership, and communication skills. The CACTs provide training in cooperation with the California Manufacturing Technology Center (CMTC) located at El Camino College.

The CMTC is funded by the National Institute of Standards and Technology (NIST), the California Trade and Commerce Agency, the Employment Training Panel (ETP), and the California Community Colleges. The primary goals of the seven centers are to: (1) improve the competitiveness of small and medium-sized manufacturers; (2) assist in the conversion of defense suppliers to commercial applications; and (3) increase the adoption of environmentally and economically sound manufacturing technologies and techniques.

**Who are served by CACTs?**

During 1994-95 the seven CACT projects currently receiving grant funds from the Chancellor's Office served 433 employers throughout the state. Of those served, approximately 40 percent had fewer than 20 employees and 28 percent had less than 50 employees. Large companies, those with more than 250 employees, comprised only 12 percent of employers served.

Based on year-end reports filed with the Chancellor's Office, small manufacturing companies were, by far, the most highly represented industry sector served by CACTs in 1994-95. Of all the business categories for which information was collected, manufacturing (for both durable and non-durable goods), represented 76 percent of the businesses seeking assistance from CACTs. The remaining 10 industry sectors for which information was collected accounted for the remaining 24 percent of services with agriculture, mining, trade (both wholesale and retail) virtually seeking no assistance from CACTs for the reporting year.

The Centers reported that 228 in-service faculty received service during the 1994-95 reporting period. This measure is an unduplicated count of participants . For example, if a faculty member or employee received training or technical assistance services at any time during the year from the Center, that individual is only counted once, no matter how many additional times they may have received services during the reporting period. The in-service faculty served by the Center were primarily female, with males making up only 23 percent of the total reported.

Other employees receiving services totaled 2,121. Unlike in-service faculty, these participants were primarily male, 66 percent. Of those ethnically identified, the greater portion of participants were White, 66 percent, followed by Hispanic, 22 percent, Asian, 8 percent, with African Americans utilizing the least amount of services from CACTs with less than 4 percent.

### What are the Fiscal Costs for Providing CACT Services?

Table XII provides information regarding the number of grantees, the level of participants outside the community college system and related funding information for CACTs.

**TABLE XII**

Centers for Applied Competitive Technologies (CACT)

**College Participation, Strategic Partners, Grant Funds and Match**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 7 | 48 | $789,793 | $1,141,839 |

### Which Community Colleges Received 1994-95 Economic Development Grant Funds for CACTs?

Table XIII provides a display of those colleges receiving 1994-95 economic development grant funds for CACTs as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

**TABLE XIII**

Centers for Applied Competitive Technologies

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Agreement Amounts | 1994-95 Actual Reported Expenditures | 1994-95 Cash/In-kind Matching Funds |
|---|---|---|---|
| 1. DeAnza College | $ 90,000 | $ 89,798 | $120,885 |
| 2. El Camino College | 250,000 | 250,000 | 263,815 |
| 3. Fresno City College | 90,000 | 90,000 | 150,000 |
| 4. Fullerton College | 90,000 | 89,995 | 170,300 |
| 5. Glendale Community College | 90,000 | 90,000 | 161,561 |
| 6. San Diego City College | 90,000 | 90,000 | 97,736 |
| 7. Sierra College | 90,000 | 90,000 | 177,542 |

### What types of services are provided by CACTs?

The following examples demonstrate the types of services provided by CACTs.

*Sierra College*: CIM (Computer-Integrated Manufacturing) demonstrations were held twice a month for regional small-to-medium-sized businesses and industries, as well as Sierra students and staff. In these technical demonstrations linkages were demonstrated between different software tools used in a networked manufacturing environment and were presented as stand-alone solutions to traditional activities found in a manufacturing environment.

Technical demonstrations included software demonstrations of existing and emerging manufacturing technologies (exposing participants to accounting, inventory control, materials handling and shop floor scheduling applications). Other demonstrations included hardware used in current high technology manufacturing processes with state of the art use of end mills, drills, and taps as they relate to exotic materials.

*San Diego*: CACT staff conducted on-site demonstrations for 60 companies to discuss CIM, Total Quality Management (TQM) and advanced manufacturing technologies which might be transferred to their organizations. Staff conducted 15 formal manufacturing needs analysis/ assessments for companies, along with 89 demonstrations to companies or agencies for public/ community relations outreach.

The San Diego CACT offers a 900-hour Automated Equipment Technician training program for college credit or an ROP certificate serving approximately 25 students per year. This program is in its fifth year of delivery and has been chosen as a national model. It is one of six leading Advanced Technology Centers that have formed a national consortium to address the growing shortage of technologically skilled workers being prepared for employment in manufacturing-related careers.

*DeAnza College*: The CACT at DeAnza College functions as a community outreach program serving small to medium-sized manufacturing companies. The college benefits most notably in the disciplines of Manufacturing and Design, Engineering and the Occupational Training Institute. Equipment is purchased, department faculty are trained, and partnerships are developed that often result in client manufacturing companies sending their employees to DeAnza College for certificated education.

The DeAnza CACT has successfully developed partnerships with businesses, technical laboratories and others in order to offer a variety of manufacturing activities and services. For example, IBM Corporation supported the CACT with manufacturing demonstrations. Another partner, Lawrence Livermore National Laboratory, through its Small Business Initiative Program, helped CACT clients, through grant funds and in-kind technical assistance, to increase its manufacturing operations which offered increased employment opportunities.

The Employment Training Panel (ETP) continues to show support for CACT/CalSIP training projects and has co-hosted two workshops for local businesses interested in the ETP process.

## Regional Economic Development, Contract Education and Technical Support

**Regional Economic Development, Contract Education and Technical Support**: The goals of this program include: (1) providing regional coordination of economic development programs; (2) improving statewide coordination of contract training; (3) enhancing the technical skills of college faculty and staff to assess business needs, market the colleges services, provide training, and develop materials; and (4) developing partnerships, resources, and projects.

Table XIV provides information regarding the number of grantees, the level of participants outside the community college system and related funding information.

TABLE XIV

Regional Economic Development Contract Education and Technical Support

**College Participation, Strategic Partners, Grant Funds and Match**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 3 | 18 | $497,822 | $525,978 |

### Which Community Colleges Received 1994-95 Economic Development Grant Funds for Contract Education and Technical Support/Marketing?

Table XV provides a display of those colleges receiving 1994-95 Economic Development grant funds for Contract Education and Technical Support as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

TABLE XV

Contract Education and Technical Support/Marketing

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Chaffey College | $ 257,563 | $ 257,563 | $ 257,563 |
| 2. DeAnza College | 114,710 | 114,696 | 124,423 |
| 3. Rio Hondo College | 125,868 | 125,563 | 143,992 |

## Contract Education Status Report for 1994-95

### What is the Role of Contract Education?

ED>Net has assisted the colleges to develop solid contract education programs in which businesses pay for customized education and training tailored to their specific needs. Contract Education refers to contracts with client employers or organizations in which the college staff delivers training and services and is compensated for their delivery. Contract education is defined as "those classes which a community college district offers in fulfillment of a contract between itself and a public or private agency, corporation, association or other body (*Education Code* Section 78020).

Statewide, 56 districts reported contract education activity for the reporting period. The two regional directors, one from Rio Hondo College in the South, and DeAnza in the North, provided in-depth (more than 4 hours) assistance to a total of 51 colleges. The types of assistance provided differs somewhat based on regional needs and the length of time contract education has been providing services in that region.

Overall, Northern California colleges have longer established programs in Contract Education program than in Southern California. In the north, many of the mature programs have reached a service-plateau or are wanting to diversify their business strategies. Consequently, the in-depth assistance given involves a full organizational assessment of existing practices, identification of improvement opportunities, creation of new or more robust systems and procedures, and strategic recommendations for further growth. The organizational assessment process is used extensively to involve senior management and identifies where contract education relates to institutional priorities.

Many of the southern colleges requesting assistance had let their programs decline due to lack of resources. With resources at a low ebb the college must then reorganize and reallocate resources to re-build the program. The nature of the assistance in these cases has been to establish business goals, form marketing and operational plans, and develop recommendation for infrastructure support.

**Who are Served by the Contract Education Program?**

Contract education facilitated a variety of technical assistance and information services during the 1994-95 reporting period serving employers, students and colleges. Based on these efforts colleges have demonstrated continuing success in improving individual skills and in contracting with various employers

A total of 43 employers received assistance from the Contract Education program per reports filed with the Chancellor's Office. Statewide, a total of 965 participants received nearly 5,400 contact hours of services with the greatest percentage, 41 percent, utilizing a variety of core services. Core services include categories of services which strengthen the system as a whole, such as economic development project development, regional support, and networking.

Technical assistance comprised 38 percent of the actual services provided. Technical assistance includes the following areas (the percentages identify the level of usage reported within each category):

- organizational assessment (a systematic self-assessment process), 22 percent;
- program improvement (increased productivity, improved system quality and expansion of skills and abilities of staff), 52 percent;
- project design and development (project scoping, partnerships, educational articulation, and new or changing curricula), 15 percent;

- regional coordination and support (utilization of regional consortia and industry linkages), 9 percent; and
- resource development (development of resources such as grants; facilitating activities to support and expand new areas), 2 percent.

The remaining category is Information Dissemination which comprised 21 percent of the number of actual contract education services provided. Within this category the bulk of services, 81 percent, focused on the transmission of information based on special expertise such as knowledge of economic development procedures, resources, models, directories and curricula. The remainder of services were made up of the drafting and publishing of materials for wide distribution outside of routine technical assistance.

Based on the above it would seem that the program as a whole has shown immediate benefits from improved awareness in the respective colleges and communities where contract education is offered. This suggests that a more aggressive marketing and outreach effort could be developed based on the positive experiences with the businesses utilizing this program. It would seem to be of mutual benefit to work as partners to resolve those regulatory barriers which currently impede program expansion and training efforts.

**Give Examples of Contract Education Partnerships**

The Contract Education directors have worked with colleges to establish business goals, develop marketing and operational plans, and develop recommendations for infrastructure support The organizational assessment process is used extensively to involve senior management and identify priorities. The impact has been sizable. Comparing 1993-94 invoiced amounts to amounts in 1994-95, just in the southern region, has resulted in the following increased revenues: El Camino College, 65 percent; Mt. San Antonio (Mt. Sac) College, 91 percent; Rio Hondo, 104 percent; and Riverside College, 386 percent. These increases are at a time when, on a statewide basis, colleges have not expanded contract education activity (see earlier discussion of *Access Barriers* in this report).

*San Jose/Evergreen Community College District*: The District utilized a technical assistance recommendation to redirect human resources to develop new programs. Contract education revenues have increased by $1.5 million in the past six months, and has prompted the District to build capacity for continued growth and delivery of services.

*Ohlone College*: Addition of a full-time contract education program developer at Ohlone College has resulted in a 600 percent increase in revenues in a single year with plans to expand resources to build on its success.

*Ohlone College, Chabot-Las Positas, and Peralta Community College Districts*: In an example of college's forming partnerships with non-educational entities in their communities Ohlone, Chabot-Las Positas, and Peralta Community College Districts have joined with the Alameda Private Industry Council (PIC) to establish Displaced Worker Centers in each of the three districts to promote job training. The PIC will provide funding for staff and computers, and the colleges will share their facilities, curriculum, and training materials.

*Butte College*: Butte College established a pilot program with Swift Trucking to provide a West Coast truck driving school. This project leveraged the resources of the college and the town of Willows to keep the proposal cost effective and retain the business in California. Willows leased a facility for $1 as a site and the college provides the curriculum and instruction. In addition, this has added business for hotels, restaurants, fuel suppliers and the maintenance facility in the area. Butte College's contract education program revenues will grow 400 percent next year as a result of this partnership and the college received a major award from their local economic development corporation in recognition of their outstanding accomplishments.

ED>Net has drafted a separate report, "*Contract Education and Job Training Grants — 1993-94 Report,*" compiled from data voluntarily provided by the 71 college districts which supplied their contract education and job training grants information. No funding was provided to the colleges to support this particular study.

The purpose of the above report is two fold:

1. To provide information to the Board of Governors and to the legislature on the amount and type of contract training provided by the California Community Colleges in 1993-94, and

2. To provide information to practitioners for their own bench-marking and reporting purposes.

An overview of contract training provided by California community colleges in 1993-94 finds the following:

- 617 companies (unduplicated count) or organizations contracted with community colleges;

- 77,509 enrollees were trained in 570,073 hours of instruction; and

- $43,194,283 was generated through contract training and fee-based training.
  - Direct contracts with employers: $26,220,155
  - Federal and state job training grants: $14,363,198
  - Fee-based training delivered by contract education units: 2,610,930

Clients demonstrated their satisfaction with services through their repeat business—47 percent of the employers were repeat clients. Most of the employers served were private sector employers, with manufacturers contracting for the most services, followed by service companies. Technical training was delivered more than any other category of training, followed by basic skills.

Analysis of the report findings indicated a need for a state investment strategy to improve the performance and competitiveness of small business. Legislation for this initiative would include the following elements in regard to community colleges:

- **Establishment of an investment fund**
    - ***Available to the community colleges*** to support direct contracts with small businesses for process and organizational improvement. This fund would also be available for colleges to invest in contract education practitioners' skill development. California Community Colleges have considerable history and experience in improving skills of individuals. There are pockets of excellence in working companies to improve their organizational performance and processes. We have a need to build this capacity across 106 colleges.
    - ***Available to small employers*** as an incentive to seek the skills and process upgrades that will keep them viable. Any training and organizational development is costly in terms of dollars and down time to the small employer. Even though colleges services are cost effective by private industry standards, small business may need incentives to consistently develop their people, systems and processes and Employment Training Panel funds are not easily accessed by small business. This investment fund could support curriculum and materials development as an example.
- **Regulatory Relief**
    - ***Reduction of regulatory and statutory barriers to working with small employers*** on contract. Regulatory relief for community college contract education programs would allow the colleges to develop facilitating structures within the institution to support responsiveness to client needs and develop entrepreneurial business systems, particularly smaller businesses with limited resources. An example of a legislated impediment is the state education code which effectively discourages districts from spending money on contract education because of the matching funds requirement. This regulation produces a barrier and impedes development of small businesses the state may want to retain or help establish in its communities.

## Locally-Based Statewide Economic Development Coordination Network

### What is the Role of the Locally-Based Statewide Economic Development Coordination Network?

This program provides the operational, technical, logistical, and marketing infrastructure supporting all of the economic development programs. The locally-based statewide leadership directors support the mission of the program by providing assistance at the local level to all colleges involved with the ED>Net program. The database and electronic Bulletin Board Systems (BBS) provide information and communication support necessary to coordinate statewide activities and resources. A central toll-free telephone number (*1-800-344-3812*) provides businesses a single point of access to all of the community colleges' training services. In addition to the electronic network, information, and infrastructure support, this project plans and coordinates the system's economic development programs and services that makes California's program a unique national model.

### What Services are Provided by the InfoNet/ ED>Net Telecommunications Partnership?

Operating under the umbrella of the California Community College-InfoNet telecommunications system housed at the Yosemite Community College District, ED>Net was provided with considerable support and services, as follows:

- Around the clock system support, 7 days per week access for users of the ED>Net electronic bulletin board system;
- A minimum of 4 modems and toll telephone lines for ED>Net user dial-up access;
- A minimum of 4 to toll-free (800) dial-up lines, phone charges to be paid by ED>Net directly;
- Internet e-mail accounts to all ED>Net users (**username@ccc-infonet.edu**);
- Inbound telnet sessions via the Internet;
- Support staff necessary to provide reliable remote access, remedies for access problems, registration of new users, maintenance of user accounts and databases.
- Specific ED>Net menu areas with the CC-InfoNet system, and general systems maintenance;
- Assistance with system design and remote management, by ED>Net staff, of all ED>Net menu areas; and

- Provided training and support in the aim of promoting the use of computerized telecommunications as an effective and important tool for workplace learning.

**Which Community Colleges received 1994-95 Economic Development Grant Funds for Coordination of the Network?**

Table XVI provides information regarding the number of grantees, the level of participants outside the community college system and related funding information.

**TABLE XVI**

Locally-Based Statewide Economic Development Coordination Network

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 3 | 3 | $524,767 | $566,624 |

**Which Community Colleges Received 1994-95 Economic Development Grant Funds for Coordination of the Network?**

Table XVII displays those colleges receiving Economic Development grant funds in 1994-95 for coordination of the Network.

**TABLE XVII**

Locally-Based Statewide Economic Development Coordination Network

**College Participation, Strategic Partners, Grant Funds and Match**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. State Center | $ 477,709 | $ 477,709 | $ 500,003 |
| 2. Yosemite/Modesto College | 17,937 | 17,937 | 37,500 |
| 3. State Center | 29,121 | 29,121 | 29,121 |

**Identify accomplishments of the Economic Development (ED>Net) Program During the 1994-95 Reporting Period**

The "central office" of ED>Net serves as the support structure for the various program Initiatives around the state. By centralizing support staff, equipment and facilities, costs are more controlled, efficiencies are increased and the resources of the initiatives are leveraged by avoiding duplicative expenses.

Based on the year-end report submitted to the Chancellors Office for 1994-95, the central office of the ED>Net program provided 407 technical and informational services to 1,765 employers and all 106 colleges. Nearly 9,700 participants were identified with the bulk of their benefit, 62 percent, coming from having received articles or position papers from ED>Net. Nearly 5,500 contact hours were reported for beneficiaries of ED>Net services.

*Legislative Response*: Legislation was enacted in 1994, AB 3512 (Polanco) extending authorization for the ED>Net program through 1998. A significant provision of this legislation ordered that an Executive Committee be established with membership comprised of representatives from business, industry, public and private entities as well as community colleges. The 27-member Executive Committee is now in place and their first meeting was in May, 1995. They will continue to meet twice a year (see Attachment B).

ED>Net initiated a memorandum of understanding (MOU) with Rio Hondo College to develop a database for AB 3512 reporting. This data collection process involved working with every college in California having an economic development grant agreement.

*Capacity*: In October 1994, the Community Colleges received a $3.2 million dollar economic development grant for building capacity relating to defense downsizing and military base closures.

*Networking and Outreach*: The seventh annual ED>Net Conference was held in southern California with over 250 attendees and 15 vendors. The conference hosted 30 individual seminars covering topics from "Internet 101-Easing onto the Information Superhighway" to "Government, Industry and Education Partnerships: The Case History of Partnership for Environmental Technology Education (PETE)."

ED>Net representatives have attended conferences throughout the state and nation as speakers and/or exhibitors relating to the various economic development initiatives and projects now available.

*Partnerships with Business and Government*: ED>Net signed an MOU with the Trade and Commerce agency's Team California to provide support, training and training materials for the Bulletin Board System (BBS). In addition, ED>Net continues to work closely with Trade and Commerce's Red Team on Biotechnology plant relocation and presentations to business and industry.

ED>Net developed a partnership with CALED to co-sponsor the next economic development conference in the spring of 1996, in San Diego.

Numerous partnerships have been developed with community colleges and non-community college entities throughout California, as well as nationally, to promote workplace learning and economic growth.

*Communication*: An ED>Net Video was developed as a marketing tool to business and industry. The video will be used statewide and nationally to highlight partnerships between business, industry, and community colleges.

The ED>Net publications, Connections and Update, were revamped and upgraded. The mailing database was purified to provide a more focused and targeted mailing list.

Leadership meetings with initiative directors are conducted throughout the year to share issues and problem resolution techniques and to promote interaction and communication between the various programs.

*ED>Net On-Line*: ED>Net established the California Community Colleges Economic Development Network Internet node at the central office. Now there is a World Wide Web site for ED>Net as well as e-mail capability and access to global locations. Each college, and businesses located around the world, can now access information on the economic development network through this system.

In-services for instructional staff have been conducted throughout the state on the Internet as well as at conferences.

## Model Programs for Community Economic Development

### What is the Role of the Model Communities Program?

The purpose of this program is to help community colleges participate in local community economic development activities. Although funding is limited, the program has the added dimension of providing technical services to colleges that wish to replicate all or parts of the models in their regions. The resulting products, such as "How To" manuals, handbooks, curricula, survey instruments, marketing materials, and project reports are disseminated and regional training sessions are provided to help community colleges understand the practical application the model may have in their communities.

Table XVIII provides information regarding the number of grantees, the level of participants outside the community college system and related funding information.

**TABLE XVIII**

Model Programs for Community Economic Development

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 2 | 3 | $70,000 | $91,000 |

Table XIX provides those colleges receiving Economic Development grant funds in 1994-95 for Model Programs as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

### TABLE XIX

Model Programs for Community Economic Development

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Allan Hancock | $ 60,000 | $ 60,000 | $ 60,000 |
| 2. College of the Canyons, Santa Clarita | 10,000 | 10,000 | 31,000 |

### Give an Example of a Model Economic Development Project

*College of the Canyons, Santa Clarita*: The goal of the Santa Clarita Valley Economic Advancement Project was to identify the workforce training needs and future business plans in the Santa Clarita Community College District to ensure that the college's programs and services are responsive to the needs of local business. Additionally, the district wanted to strengthen its ability to meet the economic development challenges facing the community; and to form linkages with local government, private industry and community organizations.

College of the Canyons formed a partnership with Southern California Edison, the City of Santa Clarita, the Hart High School District Regional Occupational Program (ROP), and Wells Fargo Bank to develop a survey instrument which would be fielded to over 5,700 local businesses in the Community College District. The data collected through this project will play a key role in developing future programs and services at the college. As a result of the project , the district expects to further its goals of:

1. Integrating academic and vocational competencies;
2. Increasing linkages between business, education and industry;
3. Sequencing courses of study that lead to the attainment of both academic and occupational competencies;
4. Developing curriculum and program strategies that reflect workplace needs; and
5. Enhancing the relevance of vocational education programs to the workplace and to the occupations for which students are trained.

## Employer-Based Training and Faculty In-service/ Intensive In-service Training

### What is the Role of the Employer-Based Training Program?

In partnership with other governmental agencies and business, the Employer-Based Training (EBT) program is designed to develop projects which enable the community colleges to meet new and changing employment needs in their communities.

The intent of this program is to expand employer-based training by providing funds that are matched from other sources. Proposed projects focus on new or changing job opportunities, or are in new or emerging technological fields. These projects assist community colleges in meeting immediate and future labor market needs as well as fostering innovation.

The following information is based on reports submitted to the Chancellor's Office for 1994-95 for Employer-Based Training:

The three colleges receiving EBT grants reported that 67 businesses were served with 18 percent of those being women-owned and 13 percent being minority-owned businesses. The majority of businesses served, 49 percent, had fewer than 20 employees, with 82 percent having fewer than 50 employees. Manufacturing dominated as the industry sector most frequently receiving services (52 percent), followed by retail trade with 22 percent and transportation and utilities with 21 percent. The health industry comprised the remaining 5 percent.

Faculty in this category were predominantly white males. Only two instructors were women and there were no minority instructors. The 103 students were considerably more diverse in ethnicity and gender than the faculty: women made up 51 percent of the student population and men comprised 49 percent. In terms of ethnicity although whites continued to be represented in greater numbers (43 percent), they were followed by Hispanics, 36 percent, Asians, 2 percent, and others whose ethnicity was unknown.

Of the 334 business employees receiving services, males received the greatest level of training and instruction, 70 percent. Whites continued to participate more fully in the programs (67 percent), followed by Hispanics at 29 percent; Asian/Pacific Islanders at 2 percent and African-Americans at less than 2 percent.

Over 130 participants representing 32 employers received training under this program for the reporting period. Based on the training profile submitted more than 3,420 contact hours were spent in providing training to these individuals.

Participation in the form of workshops and seminars continued to serve the community well with 49 participants representing 14 employers/businesses in attendance. Participants received 460 hours of contact hours in this category.

Alternative delivery courses and regular coursework provided a total of 8 training sessions with 89 participants representing 5 employers. Participants received a reported total of 21,204 contact hours of training in this category.

Table XX provides information regarding the number of grantees, the level of participants outside the community college system and related funding information for the Employer-Based Training program.

### TABLE XX

Employer-Based Training

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 3 | 18 | $348,712 | $410,148 |

Table XXI displays those colleges receiving Economic Development grant funds in 1994-95 for Employer-Based Training as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

### TABLE XXI

Employer-Based Training

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Bakersfield | $ 107,585 | $ 107,066 | $ 125,568 |
| 2. San Francisco City College | 150,000 | 150,000 | 150,301 |
| 3. Yosemite | 105,156 | 91,646 | 134,279 |

## Provide Examples of Employer-Based Training Projects

*Modesto Junior College/Yosemite Community College District*: This project developed and incorporated a computer integrated technology curriculum into the following five technical areas: Automotive Technology, Graphics Technology, Industrial Electronics, Interior/Design/Fashion Merchandising, and Machine Tool Technology.

After the curriculum development, software/hardware were purchased to upgrade the skills of current and new employees and a coordinated program of promotion, instruction, articulation, evaluation and dissemination was implemented.

The ultimate impact of the project was the infusion of computer-related technology into the existing curriculum and/or composition of new curriculum. Modesto Junior College can now meet industry's need to upgrade employee's skills who previously lacked adequate computer-integrated technological abilities. In addition, this means that the end of the project doesn't end the program's effectiveness. The funds from the grant have provided seed money, and sufficient interest in the technologies, to initiate and support the development of new curriculum and program changes in all five technological areas.

*Bakersfield College*: Delano Logistic Service, CoreMark International and Square D Corporation have become partners with Bakersfield College based on their collaborative efforts to assist in the development and dissemination of what they have learned through identifying core competency and skills assessments for their businesses. As a result new core courses are being offered which provide new career paths in job placement and apprenticeship opportunities for students.

## What is the Role of the Technology Instructor Intensive In-service Training Program in Community Colleges?

The purpose of this program is to provide community college faculty with opportunities to receive intensive in-service training on emerging technologies. Projects include a 40-to-60-hour intensive training component prior to the structured 120-hour worksite experience. The funds for this program are particularly aimed to increase instructional capabilities in the following technical areas: Advance transportation technology, Biotechnologies, Advance Manufacturing, Environmental Hazardous Materials Technology, and Telecommunications.

Based on 1994-95 reports submitted to the Chancellors' Office, 21 faculty received intensive in-service training for the period. Nearly 72 percent of the participants were male and all but two were white.

Table XXII provides information relating to college participation, the number of strategic partners, grant and matching funds.

**TABLE XXII**

Intensive In-service Training

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 11 | 62 | $236,063 | $360,062 |

Table XXIII identifies colleges receiving 1994-95 grant funds, and provides expenditures and matching funds information, by college.

**TABLE XXIII**

Intensive In-service Training

**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Chaffey CCD | $ 8,546 | $ 8,546 | $ 9,817 |
| 2. Chaffey CCD | 18,688 | 18,668 | 19,448 |
| 3. College of the Redwoods | 9,288 | 9,288 | 71,500 |
| 4. El Camino College | 10,000 | 10,000 | 28,685 |
| 5. Napa Valley | 12,197 | 11,281 | 12,204 |
| 6. Orange Coast/Coast CCD | 10,524 | 10,516 | 24,592 |
| 7. Santa Barbara City College | 7,756 | 7,756 | 10,644 |
| 8. Santa Barbara City College | 10,159 | 10,159 | 10,685 |
| 9. Sierra College | 137,159 | 125,063 | 125,119 |
| 10. Southwestern CCD | 14,500 | 13,786 | 15,368 |
| 11. Victor Valley | 11,000 | 11,000 | 32,000 |

**Give Examples of the Types of Services Provided by Intensive In-service Training**

*College of the Redwoods*: A faculty member received six days of intensive training in MasterCam software. This instruction was then followed by on-site experience in working alongside master craftsmen in mold-making and dye-making.

At Micro-Trains the majority of the faculty member's time focused on working with the master mold makers. The direct interface was vital to the faculty member acquiring knowledge of the production of injection and die casting. The experience gained has been incorporated into the coursework as of fall 1995. Additionally, the Machine Tool Program will be revised to provide the content and training necessary to meet the needs for this high demand labor market.

Both Micro-Trains and Ka-Dee Products have need for apprentices and look to College of the Redwoods to meet their demand for technically trained employees.

*Orange Coast College, Costa Mesa*: An electronics professor with Orange Coast College worked at Rockwell Telecommunication's Integrated Circuit Fabrication Facility learning the requisite technical skills needed for employment in this area. The training provided curricular guidance for implementing an associate degree program and courses in semiconductor manufacturing technology. The curriculum is now integrated into the course and program offerings at the college.

As a result of this intensive training program, Rockwell has increased its internship program with Orange Coast and added four new internship positions for students completing the Integrated Circuits Manufacturing Course (Electronics 206). Rockwell employees have been added to the

Electronics Advisory Committee and the company has donated much needed equipment to assist in the training program.

**What is the Role of the Vocational Education Instructor and Career Counselor In-service Training Program in Community Colleges?**

The intent of this program is to increase effectiveness by upgrading the knowledge and working skills of vocational education/technology instructors and career counselors in community colleges. Further, its purpose is to promote the development of new curricula with emphasis placed on those occupations undergoing the most rapid technological change. Projects target the need for actual hands-on experience at the worksite by providing individual instructors, or counselors, with a minimum of six weeks in a structured worksite assignment.

Based on the 1994-95 year-end reports, 99 faculty received in-service training during the reporting period. As has been reflected in other technical training programs discussed in this report, participants have generally been male and white; this program follows that pattern with 71 percent of the participants being male, and 91 percent being white.

A total of 8 counselors and placement personnel received in-service training, with 5, 63 percent, being women. Minorities represented 62 percent of the participants.

Table XXIIII provides information based on information provided by grantees as to college participation, the number of strategic partners, grant and matching funds for In-service Training.

**TABLE XXIIII**

Vocational Education Technology Instructor and Career Counselor In-service Training Projects

**College Participation, Strategic Partners, Grant Funds and Match Information**

| Number of Colleges Receiving Grants | Number of Business/Industry Partners | Level of Economic Development Grant Funding | Leveraged Funding/ Matching Funds |
|---|---|---|---|
| 23 | 76 | $494,965 | $661,566 |

Table XXV displays those colleges receiving the 23 Economic Development grant funded in 1994-95 for Vocational Education Technology Instructor and Career Counselor In-service Training, as well as a breakdown of actual expenditures and matching funding based on year-end reporting, by project.

## TABLE XXV

Vocational Education Technology Instructor and Career Counselor In-service Training Projects
**Participating Colleges and Expenditure/Matching Funds Information**

| Participating Community Colleges | 1994-95 Grant Amount | 1994-95 Actual Expenditures | 1994-95 Cash/In-kind Match |
|---|---|---|---|
| 1. Allan Hancock | $ 2,500 | $ 2,100 | $ 12,178 |
| 2. Chabot | 7,788 | 7,788 | 8,538 |
| 3. Coast CCD | 25,000 | 24,992 | 25,000 |
| 4. Coastline/Coast CCD | 4,790 | 4,790 | 63,735 |
| 5. College of Marin | 40,082 | 38,175 | 42,060 |
| 6. College of the Redwoods | 10,704 | 10,704 | 18,995 |
| 7. College of the Redwoods | 9,984 | 9,984 | 45,740 |
| 8. Cypress/North Orange CCD | 22,326 | 17,182 | 23,797 |
| 9. Grossmont/Cuyamaca CCD | 7,445 | 6,132 | 6,603 |
| 10. Los Angeles | 84,586 | 84,586 | 88,052 |
| 11. Los Rios CCD | 16,118 | 15,307 | 19,190 |
| 12. Mt. San Antonio College | 3,582 | 3,582 | 11,243 |
| 13. Mt. San Antonio College | 9,743 | 9,630 | 27,473 |
| 14. Napa Valley | 12,220 | 10,747 | 12,243 |
| 15. Rancho Santiago | 31,435 | 31,435 | 31,435 |
| 16. Rancho Santiago | 15,536 | 15,536 | 15,536 |
| 17. Saddleback College | 19,270 | 19,247 | 20,000 |
| 18. Saddleback College | 17,165 | 17,165 | 17,500 |
| 19. San Francisco | 95,336 | 89,845 | 90,880 |
| 20. San Jose | 6,870 | 6,869 | 7,350 |
| 21. Solano | 46,982 | 46,982 | 48,000 |
| 22. Southwestern CCD | 11,647 | 11,144 | 13,009 |
| 23. Southwestern CCD | 11,741 | 11,043 | 13,009 |

### Give Examples of the Types of Services Provided by In-service Training for Community Colleges

*Los Angeles Community College District*: The following examples demonstrate the in-service training program participation and implementation by various colleges within the Los Angeles Community College District.

***East Los Angeles College: Engineering***

- This internship focused on the use of special purpose computer software to aid presentation of classroom topics in Dynamics and Mechanisms.
- Revised courses in Computer-Assisted Drafting and Design by integrating CAD. Improvements include: using a large screen monitor to reduce the amount of time students must spend in the CAD Laboratory viewing demonstrations; Students learning to perform traverse calculations using CAD; Students learning to collect data with electronic surveying equipment enabling them to transfer information

directly in AdCADD in order to produce drawings that would otherwise have to be plotted by hand.

*Los Angeles Trade Tech College*

- Automotive Technology: Modified course outlines to include more computer awareness methodology for students.
- Computer Information Systems: A state-of-the-art communications curriculum for microcomputer applications (including a module of using microcomputers as communication devices to send and receive faxes from within WordPerfect and Windows) has been developed.

*Los Angeles City College*

- Child Development: Course outlines were revised to include principle of how children learn through play, investigation and exploration. Also included, was the role of the teacher in providing developmentally appropriate and anti-biased environments and activities in all areas of the curriculum.
- Office Administration: Implementing curriculum changes which include adding courses in various software applications including Word for Windows, Excel, PowerPoint, Mail, the Internet, and advanced Desktop Publishing.

*Los Angeles Pierce College*

- Nursing: Following training and experience in ambulatory pediatric care, the faculty member updated curriculum materials for her Client Care Seminar and History, Issues and Trends class. The instructor is now developing a new course in camp nursing to be offered through community extension to meet the licensure needs of nurses.
- Family and Consumer Studies: Following training in a hospital setting, the faculty member has incorporated into her courses specific examples of treatment programs for diabetics, and pediatric diet therapy for cardia, premature, and cystic fibrosis patients. Also included are modules in the use of computers, adherence to OBRA regulations, and cafeteria management.
- Agriculture: An internship at AMGEN enabled the development of a course in animal ethics. This course will soon be mandated for all institutions using animals in education and research. Also implementation of a laboratory animal facility as well as an Institutional Animal Care and Use Committee (both required the AVMA and USDA) were initiated.

*Marin Community College District*: College of Marin faculty participated in approximately 940 hours of structured worksite training. The areas of training experience included: Dental Assisting, Automotive Repair, Accounting, Machine Works, TQM/Management/Supervision and Printing Services. This training resulted in the revision and implementation of five courses in the fall of 1995.

## Conclusion

This concludes the 1994-95 Economic Development Network (ED>Net) Report to the Legislature, *Corridors to Economic Growth and Employment*. We wish to acknowledge and thank all those individuals from the field, and within the Chancellor's Office, who provided information and contributed greatly to the development of this report.

# APPENDIX A

Economic Development Network (ED>Net)
1994-95 Report to the Governor and the Legislature
Corridors to Economic Growth and Employment

## Summary of Strategic Partners by Initiative/Program

| Program/Project Title | Number of Strategic Partners |
|---|---|
| 1. Small Business Development Centers (SBDC) | 205 |
| 2. Centers for International Trade (CITD) | 108 |
| 3. Workplace Learning Resources Centers (WPLR) | 162 |
| 4. Locally-Based Statewide Leadership and Technical Assistance Program | 59 |
| 5. Regional Environmental Business and Resource Centers (REBRAC/BEAC) | 40 |
| 6. Centers for Applied Competitive Technologies (CACT) | 47 |
| 7. Contract Education | 18 |
| 8. Locally-Based Statewide Coordination Network | 3 |
| 9. Model Programs for Community Economic Development | 13 |
| 10. Training: | |
| • Employer-Based Training | 18 |
| • Intensive In-service | 62 |
| • In-service | 76 |
| **Total Strategic Partners** | **811** |

### 1. Small Business Development Centers (SBDC)

1. African-American Chamber of Commerce
2. Alameda County Economic Development Advisory Board
3. Alameda County Private Investment Council
4. Alpine County Chamber of Commerce
5. American Chamber of Commerce
6. American Indian Business Association
7. American Savings Bank
8. Asian-American Economic Development
9. Asian Pacific Chamber of Commerce
10. Auburn Mainstreet Program
11. Bakersfield Business Journal

12. Bakersfield Californian
13. Bank of America
14. Bankers Small Business CDC
15. Barrio Planners
16. Bay Area Small Business Development Corporation
17. Bay Trade
18. Beale Air Force Base
19. Bechtel Petroleum Operations
20. Benny Manalang, CPA
21. Border Environmental Technology Resource Center (BDTRC)
22. Borton Petrini Conron
23. Bruce Sawyer Inventive Resource Center
24. Business Resource and Training Company
25. Business Women's Exchange
26. California Procurement Technical Assistance Network (CAPTAN)
27. California Trade and Commerce Agency
28. Cal Poly, Pomona
29. CAL TRANS (Triaxial Mgmt)
30. Calaveras County Chamber of Commerce
31. Calaveras County Economic Development Company
32. California Procurement Assistance Network—CAPTAN
33. California State Bank
34. California Trade and Commerce Agency, SBDC Program
35. Cathay Bank
36. CDC Small Business Finance Corp.Cerritos Bank
37. Chamber of Commerce, Folsom
38. Chamber of Commerce, Clearlake
39. Chamber of Commerce, Coronado
40. Chamber of Commerce, Davis
41. Chamber of Commerce, Duarte
42. Chamber of Commerce, El Dorado County
43. Chamber of Commerce, Elk Grove
44. Chamber of Commerce, Fremont
45. Chamber of Commerce, Greater Lakeport
46. Chamber of Commerce, Greater San Diego Small Business Development Center
47. Chamber of Commerce, Greater San Diego]
48. Chamber of Commerce, Greater Stockton
49. Chamber of Commerce, Highland Park
50. Chamber of Commerce, Huntington Beach
51. Chamber of Commerce, Huntington Park
52. Chamber of Commerce, Lodi District
53. Chamber of Commerce, Los Angeles
54. Chamber of Commerce, Lynwood
55. Chamber of Commerce, Monterey Park
56. Chamber of Commerce, Napa
57. Chamber of Commerce, National City
58. Chamber of Commerce, Orange County
59. Chamber of Commerce, Pasadena
60. Chamber of Commerce, Sonoma

61. Chamber of Commerce, South Lake Tahoe
62. Chamber of Commerce, Tracy District
63. Chamber of Commerce, Union City
64. Chamber of Commerce, Vacaville
65. Chamber of Commerce, Vallejo
66. Chamber of Commerce, West Covina
67. Chamber of Commerce, West Sacramento
68. Chamber of Commerce, Woodland
69. Chamber of Commerce, Yuba/Sutter
70. CHARO
71. Chula Vista Chamber of Commerce
72. City of Bakersfield, Economic Development Department
73. City of Baldwin Park
74. City of Commerce
75. City of Commerce Chamber of Commerce
76. City of Delano
77. City of Fairfield Redevelopment Agency
78. City of Fremont
79. City of Imperial Beach
80. City of La Verne
81. City of Los Angeles
82. City of Monterey Park
83. City of Oakland-OEDE
84. City of Pasadena
85. City of Pico Rivera
86. City of Pomona
87. City of Ridgecrest
88. City of San Diego Small Business Advisory Board
89. City of Santa Ana
90. City of Shafter
91. City of South El Monte
92. City of Southgate
93. City of Suisun
94. City of Taft
95. City of Tehachapi
96. City of Vacaville
97. City of Vacaville, Economic Development Department
98. City of Vallejo, Use of JFK Library
99. City of Wasco
100. City of West Covina
101. Clearlake National Bank
102. Community Development Department, County of Kern
103. Community Financial Resource Center
104. Continental Pacific Bank
105. Cordoba Corporation
106. County of Los Angeles
107. Department of Commerce, Joint International Business and Trade Committee
108. Department of Commerce-BXA
109. Downtown Sacramento Merchants Association

110. East Los Angeles Chamber of Commerce
111. ERM-West, Inc.
112. Excell Environmental
113. Exposition Park Library
114. Fairfield-Suisun Community Library
115. Fame Renaissance
116. First Interstate Bank
117. Fleet Card Fuels
118. Foothill Independent Bank
119. Formation
120. Fourth Dimension
121. General Telephone
122. Golden Gate University
123. Grass Valley Downtown Association
124. Hispanic Chamber of Commerce
125. Huntington Park Library
126. Imperial Valley Satellite Center
127. Inland Empire SBDC
128. Intelcom
129. Jefferson Library
130. Jet Propulsion Laboratory
131. John Muir Library
132. Junipero Serra Library
133. KGET Channel 17
134. Lake County Career Center (JTPA)
135. Lakeport Employment Development Department
136. Lassen County Community Development
137. Los Angeles Business Journal
138. Los Angeles Central Library
139. Los Angeles County Library System
140. MAAC Project
141. Maximus/GAIN Service Center
142. Minority Business Development Center
143. Napa County Legal Assistance Agency
144. Napa National Bank
145. Napa Valley Bank
146. Nara Bank
147. Nevada County Economic Resource Council
148. Oakland Housing Authority
149. One-Stop-Capital Shop
150. Pacific Bell Directories
151. Pacific Bell Directory
152. Pacific National Bank
153. Pan American Bank
154. Pasadena Development Corporation
155. Placer County Economic Development
156. Plumas Corporation
157. Point Loma Nazarene College
158. Pomona Valley Latino Chamber of Commerce

159. Private Industry Council of Suisun
160. Rancho Santiago Small Business Clearinghouse
161. Redwood Empire Small Business Development Center
162. River City Small Business Chamber
163. Sacramento Center for International Trade Development
164. Sacramento DVBE Network
165. Sacramento Hispanic Chamber of Commerce
166. Sacramento Metropolitan Chamber of Commerce
167. San Diego Contracting Opportunities Center (COC)
168. San Diego County Certified Development Corporation
169. San Diego Economic Development Corporation
170. San Diego Incubator Corporation/Business Innovation Center (BIC)
171. San Diego Minority Business Development Center
172. San Diego Southeast Economic Development Corporation
173. San Joaquin Bank
174. San Joaquin Delta SBDC
175. Santa Ana Economic Development Corporation
176. Sanwa Bank
177. Service Corps of Retired Executives (SCORE)
178. Sierra Economic Development District
179. South County Economic Development Council
180. Southern California Edison
181. Southwest College
182. State of California, Department of General Services
183. State of California, Employment Development Department (EDD)
184. State of New York SBDC Research Network
185. Stockton Business Incubator
186. Sumitomo Bank
187. Superior California Economic Development District
188. Surety Federal Savings Bank
189. The Gas Company
190. The Industry Manufacturer's Council
191. Small Business Administration
192. University of Southern California
193. University of the Pacific
194. Urban League Business Men's Club
195. Valley Wide Bank
196. Vermont Library
197. Vintage Bank
198. Wells Fargo Bank
199. WestAmerica Bank
200. Western Maquiladora Association
201. Whittier Boulevard Merchants' Association
202. Women's Business Opportunities, Inc.
203. Women's Initiative for Self-Employment
204. Yolo/Solano Air Quality Board
205. Yuba/Sutter Economic Development Corporation

## 2. Centers for International Trade (CITD)

1. Alameda County Economic Development Group
2. Alameda County Economic Development Group, International Trade Committee
3. Alameda County Hispanic Chamber of Commerce
4. American Chamber of Commerce
5. American President Lines
6. Asia/Pacific Chamber of Commerce
7. AT and T
8. BANCOMEXT-Banco Nacional De Comercio Y Fomento Industrial
9. BAYTRADE, Oakland International Trade and Visitors Center
10. BAYTRADE, World Trade Center of San Francisco
11. Bureau of Export Administration
12. California Agricultural Export Program
13. California Export Finance Office
14. California Office of Export Development
15. California State Export Finance Office
16. California State Office of Mexican Affairs
17. California State World Trade Commission
18. California World Trade Commission
19. California/Romania Trade Council
20. CANACINTRA-Camara Nacional De La Industria De Transformacion
21. CANACO-Camara Nacional De Comercio
22. Center for New Venture Alliance
23. Chamber of Commerce and Industry, Orange County
24. Chamber of Commerce, Greater Merced
25. Chamber of Commerce, Greater Riverside
26. Chamber of Commerce, Greater San Diego
27. Chamber of Commerce, Greater Stockton
28. Chamber of Commerce, Hispanic Chamber of Orange County
29. Chamber of Commerce, Irvine
30. Chamber of Commerce, Pacoima
31. Chamber of Commerce, River City Small Business
32. Chamber of Commerce, Sacramento
33. Chamber of Commerce, Turlock
34. China Council for Promotion of International Trade
35. City of Berkeley, Economic Development Office
36. City of Modesto Economic Development
37. City of Riverside
38. City of San Diego Enterprise Zone
39. Commercial Office
40. Consulate General of Mexico in San Diego
41. Corona Chamber of Commerce
42. Custom House Broker and Freight Forwarder, Assoc. of Northern California
43. Customs Port Director (Fresno)
44. Department of Transportation, Federal Maritime Administration
45. Erie Community College
46. Export Assistance Center (USEAC)
47. Export Managers Association of California

48. First Interstate Bank
49. FJMcLaughlin and Associates, Economic Development Consultants
50. Foreign Commercial Service
51. FTA of Southern California
52. Greater Los Angeles World Trade Center
53. Inland Empire District Export Assistance Center
54. Inland Empire District Export Council
55. Inland Empire International Business Association
56. Inland International Trade Association
57. International Marketing Association
58. International Marketing Association of Orange County
59. International Trade Council
60. Irvine Sister Cities Foundation
61. Japan Society
62. JETRO
63. JETRO/BSI (Japanese External Trade Organization
64. Marine Technology Society
65. Minority Business Development Center
66. Monterey Institute of International Studies
67. NAFIN-Nacional Financiera, S.N.C.
68. National Bank of Southern California
69. National University School of Management
70. Oakland Economic Development Office
71. Orange County Economic Development Consortium
72. Pacific Technology Exchange
73. Port of Hueneme
74. Protocol Foundation
75. Research Associates
76. Riverside County Economic Development Agency
77. SACTO Council of International Visitors
78. San Diego Economic Development Corporation (EDC)
79. SECOFI- Secretaria De Comercio Y Fomento Industrial
80. Secretaria De Desarrollo Economico Gobierno Del Estado De Baja California
81. Southern California Coordinating Council
82. Southern California Edison
83. Stanislaus County Economic Development Corporation (SCEDCO)
84. State of California, Department of General Services (Procurement Division)
85. Stockton Ag Expo
86. The Gas Company
87. The Honorable George Brown, U.S. Congress
88. Tijuana EDC-Desarrollo Economico De Tijuana, A.C.
89. Trade Commission of Mexico
90. Department of Commerce
91. Small Business Administration
92. Union Bank
93. United Parcel Service
94. United States Agency for International Development
95. University Center for Economic Development and Planning, Chico
96. University of California, Riverside

97. University of LaVerne
98. Valley International Trade Association
99. Valley Sierra SBDC
100. Vietnamese Chamber of Commerce
101. Vietnamese Chamber of Commerce (Westminster)
102. Webster University
103. West Coast University
104. Western Maquiladora Trade Association
105. World Affairs Council of Northern California
106. World Trade Center of Orange County
107. World Trade Center of San Diego
108. World Trade Center of San Francisco

### 3. Workplace Learning Resources Centers (WPLRs)

1. ACT Workkeys
2. ADA Consulting Group, Granada Hills
3. Aero Haven Elementary School
4. American College Testing
5. Applied Materials
6. Armtec Defense Products
7. Asian American Recovery Services
8. Asian Resources Board
9. Avantek
10. Babowal and Associates, Inc.
11. Blue Diamond Growers
12. BP Chemicals
13. Bureau of Environmental Regulation and Management
14. CALI Inc.
15. California Amplifier, Oxnard
16. California Conservation Corps.
17. Campesinos Unidos, Inc (CBO)
18. Canada College
19. Career Resource Development Center
20. Carson/Torrance/Lomita, Private Industry Council
21. Center for American Language Studies
22. Central Region Consortium
23. Chamber of Commerce, Camirillo
24. Chamber of Commerce, Merced
25. Chamber of Commerce, Palm Desert
26. Chamber of Commerce, Pt. Hueneme
27. Charity Cultural Service Center
28. Chevron
29. City of Palm Springs, Business Attraction Team
30. City of San Jose
31. Clara House, Compass Community Services
32. Coachella Valley Housing Coalition (CBO)
33. Communication Development Consultants
34. Community Educational Services

35. Compaq Computer
36. Computer Curriculum Company
37. Connor Formed Metals
38. County of Santa Clara
39. Cross Cultural Communication
40. Cuyahoga Community College
41. Department of Labor
42. Department of Social Services (DSS)
43. Derux Telecom
44. Desert Hospital
45. Dole Food Company
46. Dow Chemicals
47. DynEd International
48. Economic Development Programs, Advisory Committee (WPLRD Adv. Comm.)
49. El Concilio del Condado de Ventura, Oxnard
50. Employment Development, Division of Torrance
51. Employment Training Panel
52. English Language Center
53. Episcopal Community Services
54. EXAR
55. Farmers Insurance Group
56. Federal Reserve Bank
57. First Nationwide Bank
58. Folsom Book Company
59. Foster Farms
60. GE Plastics, Oxnard
61. Golden Bear Packaging
62. Goodwill
63. Goodwill Industries (DBO)
64. Guardian Print
65. Heinle and Heinle
66. Hispanic Chamber of Commerce
67. Housing Authority of Merced County
68. Hughes Aircraft Space and Communications Division
69. Indio Youth Task Force (CBO)
70. Ingram-Micro
71. Innovative Housing
72. Institute for Business and Community Development
73. Intuit
74. Invest Learning
75. Kinetic Parts Manufacturing
76. Kohler School
77. Label Technology, Inc.
78. Lakewood Neighborhood
79. Language Training Designs
80. Lao Family Community, Inc.
81. Larscom
82. LinguaTek
83. Lisa Bacchini Graphic Design

84. Los Banos Economic Development Committee
85. Madison School
86. Medela, Inc.
87. MEMC
88. Merced College Employer Focused-Training Center/Med. Asst. Program
89. Merced College/Instructional Services
90. Merced College/Office of Instruction, Office of Extended Education
91. Merced Community Medical Center
92. Merced County Schools
93. Mission Head Start
94. Monterey Institute
95. National Council of Aging
96. National Semiconductor
97. Navy, Pt. Hueneme
98. Navy, Pt. Magu
99. Nelson Human Resource Solutions
100. New Reader's Press
101. North American Termite and Pest Control
102. NOVA Private Industry Council
103. Oakdale School
104. Office of State Printing, State of California
105. On-Site English
106. Orange County Register
107. Oxnard College Re-Entry Center, Oxnard
108. Pacific Bell
109. Pacific Socia-Technical Institute
110. Parks and Associates
111. PictureTel
112. Pioneer School
113. Practical Peripherals, Thousand Oaks
114. Private Industry Council
115. Private Industry Training Department
116. Project Read
117. Rank Video Serice of America
118. Regional Access Project (RAP) (CBO)
119. Regional Occupational Program
120. Richmond Hill Family Center
121. Robbins Scientific
122. Royce Medical, Camarillo
123. Sacramento City Unified School District, Regional Occupation Program (ROP)
124. Sacramento County Department of Airports
125. Sacramento County Public Works Agency
126. Sacramento County Regional Wastewater Treatment Panel
127. Sacramento Regional Transit District
128. San Francisco Housing Authority
129. San Francisco International Airport, Communications Department
130. San Francisco State University
131. San Jose State University
132. Seattle Community College

133. Smart Kids
134. Smartflex Systems
135. Solectron Corporation
136. Southern California Gas Company
137. SRI International
138. St. John's Hospital, Camarillo
139. State Department of Personnel Administration (DPA)
140. State Teachers Retirement System (STRS)
141. State Training Center
142. Strategic Employment Development (SER)
143. SunLine Transit
144. Sutter Health
145. The Human Factor
146. Torrance Y.W.C.A.
147. Toshiba
148. Tri Valley Growers
149. Trimble Navigation
150. Unisys
151. Valley Regional Adult Education
152. Vandenberg Air Force Base
153. Veterans Affairs Medical Center
154. Vietnamese Chamber of Commerce
155. Vietnamese Community of Orange County
156. Vietnamese League of Orange County
157. View Tech
158. VLSI
159. Walden House
160. Whalen and Associates
161. Women and Infant Centers (WIC)
162. YWCA

## 4. Locally-Based Statewide Leadership and Technical Assistance Program

1. American Association of Community Colleges (AACC)
2. American College of Testing
3. American Precision Metal Works
4. Assemblywoman Grace Naplitano
5. BayTrade
6. Burke, Williams, Sorenson
7. California Association for Local Development (CALED)
8. California Association of Certified Public Accountants
9. California Department of Aging
10. California Department of Education
11. California Department of Food and Agriculture
12. California Department of Social Services
13. California Department Toxic Substance Control
14. California Employment Development Department, Labor Market Division
15. California Employment Development Department, Veterans Services
16. California State University, Fresno (Internet)

17. California State University, San Francisco
18. California State Compensation Insurance Fund
19. California Trade and Commerce Agency
20. California World Trade Commission
21. Centec
22. Center for Occupational Research and Development
23. City of Santa Ana, Service Delivery Area
24. Coachella Valley Association of Governments
25. Employment Development Department
26. Employment Training Panel (CALSIP Marketing)
27. Express Train
28. General Motors-Hughes
29. Glendale Career College
30. Textron
31. Jetro
32. Job Training Partnership
33. Josten Learning
34. Lawrence Berkeley National Laboratory
35. League of California Cities
36. MERRA
37. Monterey Institute of International Studies (MIIS)
38. National Council on Aging
39. Naval Shipyard, Mare Island
40. Navix, Inc.
41. Network
42. PETE
43. Regional Environmental Business Resource Assistance Center
44. Resource Group
45. Sacramento County, Office of Education
46. Sacramento, Department of Social Services
47. Small Business Administration
48. Southern California Association of Governments
49. Southern California Edison
50. Southern California Gas
51. SunLine Transit Agency
52. Trade and Commerce Agency (Biotechnology)
53. Trade and Commerce Agency (Team California)
54. United Auto Workers
55. University of California Extension Services
56. University of Southern California
57. Western Research Application Center
58. Western U.S. Agricultural Trade Association
59. Xerox Corporation

## 5. Regional Environmental Business Resource and Assistance Center (REBRAC/BEAC)

1. Aerojet General
2. Aggregate Envirotech Services

3. Baker and Hostetler Counselors at Law
4. Business Continuity Resources (BCR)
5. Business Revitalization Center (BRC)
6. California Energy Commission, Community Colleges Program
7. California Energy Commission, Research and Development
8. California Energy Extension Service
9. California Restaurant Association
10. Capital Consulting Ltd.
11. City and County of San Francisco, Green Ribbon Panel
12. City of Chula Vista, Community Development Department
13. Community Awareness and Emergency Response
14. Community Environmental Council
15. CTL Environmental
16. Economic Development, City of Fullerton, California
17. ED>Net Environmental Technology
18. Energy Management Services
19. Environmental Site Assessment Professional
20. Flamer Consulting
21. Gar Electronics
22. Geomatrix
23. Golden Gate Restaurant Association
24. GRC Consulting
25. Inland Empire Permit Assistance Center (PAC)
26. Lawrence Berkeley National Lab, Energy and Environment Division
27. Mr. Bill Beck
28. Mr. Luis A. Cujino
29. Office of Planning and Research, California Energy Extension Service
30. Orange County Permit Assistance Center (PAC)
31. Orange County SBDC
32. PG and E Food Technology Center
33. Reznik-Reznik
34. San Francisco Chamber of Commerce
35. San Gabriel Valley Commerce and Cities Consortium
36. Small Business Development Center, North Los Angeles County
37. Southern California Council on Environment and Development
38. Southern California Edison
39. Southern California Pollution Prevention Committee
40. Urban Economic Development Corporation

### 6. Applied Competitive Technologies Centers and California Manufacturing Centers (CACTs)

1. Advance Biomechanics
2. ASQC
3. Autodesk (AutoCAD)
4. Boeing Aerospace
5. Cal-Tech Training Systems
6. California Manuafacturing Technology Center
7. California Manufacturing Technology Center (Engineer/Technologist Roseville)

8. California State University, Sacramento (Mechanical Engineering Department)
9. CAPTAN
10. City of San Diego/High Technology Resource Center
11. CMTC
12. Department of Energy-Oak Ridge Center for Manufacturing Technology
13. EDS
14. Employment Training Panel
15. Federal Laboratory Consortium (Far West)
16. Glendale Fire Department
17. Graphic Solutions
18. Hewlett Packard
19. IBM Corporation
20. Infogenics
21. Lawrence Livermore National Laboratory (Small Business Program Office)
22. Lawrence Livermore National Labs
23. McClellan AFB-Directorate of Environment Management (Internships)
24. McClellan AFB/SMLAC (Advanced Composites)
25. Microsoft Corporation
26. Murtaugh Represents (Gibbs Software
27. National Aeronautics and Space Admin. (Small Satellite Project/GetAway Special)
28. National Center for Research in Vocational Education (UC Berkeley)
29. National Coalition of Advance Technology Centers (Waco, Texas)
30. NEMEC
31. NISE West/Federal Labs Consortium
32. Presentation Electronics, Inc.
33. Quincy Unified School District
34. S and S Machine (Roseville)
35. Sacramento Area Trade and Commerce Office (SACTO)
36. San Diego Economic Development Corporation/East County Economic Development Corporation
37. San Diego Regional Technology Alliance
38. San Diego Technology Council
39. Sandia National Lab
40. Sierra Technical Alliance
41. Technical Resource Assistance Center-Roseville Center (TRAC)
42. Teksoft, Inc.
43. University of California, San Diego, Connect (UCSD)
44. Verdugo Hill Hospital
45. Verdugo PIC
46. VICA
47. Willima Computer Services (MACOLA Software)

## 7. Contract Education

1. Alameda County Lead Poisoning Prevention Program
2. Armstrong World Industries, Inc.
3. ASK International
4. California Association of Rehabilitation Professionals
5. Career Pro

6. Career Works
7. Community Colleges Foundation
8. Community Land Trust Fund
9. ESL On Site
10. Global Community College
11. Guerrero Associates
12. Joint Venture Silicon Valley Network
13. Linnell McCrary
14. Minnesota Technical College
15. Partners in Change, Inc.
16. Silicon Valley Private Industry Council
17. Workers Compensation, Rehabilitation Unit
18. Workforce Silicon Valley

## 8. Locally-Based Statewide Coordination Network

1. American Association of Community Colleges (AACC)
2. California State University, San Francisco
3. Textron (RAMP)

## 9. Model Programs for Community Economic Development

1. Aerospace Cory
2. Cal Poly, San Luis Obispo
3. City of Santa Clarita
4. Health Net
5. ITT/FSC
6. Santa Barbara Research
7. Southern California Edison
8. Trident Data System
9. Air Force Community Liaison
10. Wells Fargo Bank
11. West Coast University
12. Western Commercial Space Center
13. William S. Hart High School, District Regional Occupational Program

## 10. Employer-Based Training, Faculty In-service/Intensive In-service Programs

*Employer-Based Training*

1. Core Mark International
2. Delano Logistic Services
3. EandM Electrical and Machinery Company
4. Fermentation Engineering
5. Fisher Graphics
6. Flemming Design
7. Grand Street Litho
8. Mid-Cal Aluminum
9. Pro-Touch Automotive
10. Racor
11. Square D. Corporation

12. Swegle's Automotive
13. The Bakersfield Californian
14. Training Resource Center
15. Valley Artisans
16. Valley Color Graphics
17. Western Research and Marketing
18. Wille Electric Company

*Intensive In-service*

1. Adelanto Fire Department
2. APC Industries
3. Apple Computer
4. Apple Valley Fire Department
5. Assemblyman Fred Aguiar
6. Asyst Technologies
7. Automobile Club of Southern California
8. Blue Skies-NGV Conversion, Inc.
9. California Department of Fish and Game
10. California Department of Transportation, District 8
11. California Parks Commission
12. California State University, Cal Poly, Pomona
13. Canyon Manor, Chronic Psychiatric Care
14. CAPSCO Sales, Inc.
15. City of Modesto
16. City of Ontario
17. City of Ontario, Environmental Health Department
18. City of Ontario, Fire Department
19. City of Upland, Fire Department
20. CNC and Paton Associates
21. Compton's New Media
22. Dames and Moore, Hazardous Material Consulting
23. Delco
24. Earthgrains
25. Electric Car Company
26. First Hospital, Acute Psychiatric Care
27. Foundation for Educational Achievement
28. Gallo
29. General Dynamics
30. Gurchie Sunrise
31. Hazpak, Inc.
32. HMT Technology
33. Hydrovision, Ltd.
34. Jim Glaze Auto
35. Kaiser Permanente
36. Micro-Trains Line Company
37. NGV Econtrans
38. O'Brien-Kreitzberg
39. Pacific Hospital, Redding

40. Parker Valve
41. Performance Machine Tools
42. Ramada Hotel Citizens Utilities, Redding
43. Rancho Cucamonga Fire Protection District
44. Resource Management Agency-Kern County
45. Rockwell Telecommunications
46. SAES Pure Gas, Inc.
47. San Bernardino County Fire Department
48. San Bernardino County Sheriff's Department
49. San Luis Medical Clinic
50. Scripps Halth Organization
51. South Coast Air Quality Mitigation District
52. Southern California Edison
53. St. Joseph's Hospital
54. Sunbank Electronics
55. Technotrim
56. The Gas Company
57. The Honorable George E. Brown
58. The Honorable Jay C. Kim
59. Vendo
60. Victorville Fire Department
61. WCT Communications
62. Witco-Golden Bear

*In-service Training*

1. Advanced Media, Inc.
2. Alameda County Medical Center
3. All American Printing Services
4. Amgen
5. Autodesk Foundation
6. Bank of America
7. Bonnie Bowman, Archery
8. Budwig Machine
9. Butler and Johnson Corporation (Corian Division)
10. CAD Engineering
11. Camp Louise
12. Cheyenne Southwest
13. Clement Mok Designs, Inc.
14. Code Master Corporation
15. County of Marin, Department of Health and Human Services
16. Cunningham, Malone and Morton
17. David R. Arie Associates, Inc.
18. DISC Manufacturing, Inc.
19. Disneyland
20. Doctors Hospital
21. Don's TV, Fairfield
22. Refrigeration, Inc.
23. Glazier's Local #718/BAACA

24. Golden State Rehabilitation Hospital
25. Graphix Zone
26. Greens at Fort Mason
27. Gulfstream Aerospace
28. Haight-Ashbury Free Clinic and Rock Medicine Division
29. Harvest Pediatrics
30. Hawthorne Power Systems
31. Hewlett Packard
32. Hugo's Auto Repair
33. IMTEK International
34. In 'n Out Burger
35. Jet Propulsion Laboratory
36. Johnson-Frank and Associates, Inc.
37. Jones Mortuary
38. Kaiser Hospital Home Health Care, Vallejo
39. Kaiser Permanenete Rehabilitation Center, Vallejo
40. Kaiser Permanente, Vallejo
41. KGO-TV
42. LaPalma Hospital
43. Lewin Landscaping
44. Loma Linda Hospital
45. Long Beach Flying Club
46. Maita Chevrolet
47. Marriott, Cafeteria, San Francisco
48. Marriott, Personnel Department, San Francisco
49. Meta Systems, Inc.
50. Monitor Video Production Service
51. NBC Studios
52. Newport Beach Police Department
53. Novato Nissan, Inc.
54. Novell, Inc.
55. Pacific Gas and Electric, Benefits Department
56. Pacific Gas and Electric
57. Paragon Machine Works
58. Queen of the Valley Hospital
59. Roberts Irrigation Products, Inc.
60. Roberts, Hill, Calligan, Bragg, Feeney and Angell
61. San Diego Electric Auto
62. Skyway Engineering, Inc.
63. Society of Manufacturing Engineers
64. St. Anthony Foundation Medical Clinic
65. St. Joseph Hospital, Orange
66. State Fire Marshall
67. Stil-Mor Automotive
68. Surgeon's Office
69. Tech Art
70. The SWA Group
71. Trane Company
72. Transmission is San Diego

73. Turning Point Center for the Treatment of Depression
74. Willard Children's Center
75. Xerox-Palo Alto Research Center
76. Yakima Products

# APPENDIX B

California Community Colleges
Economic Development Network (ED>Net)

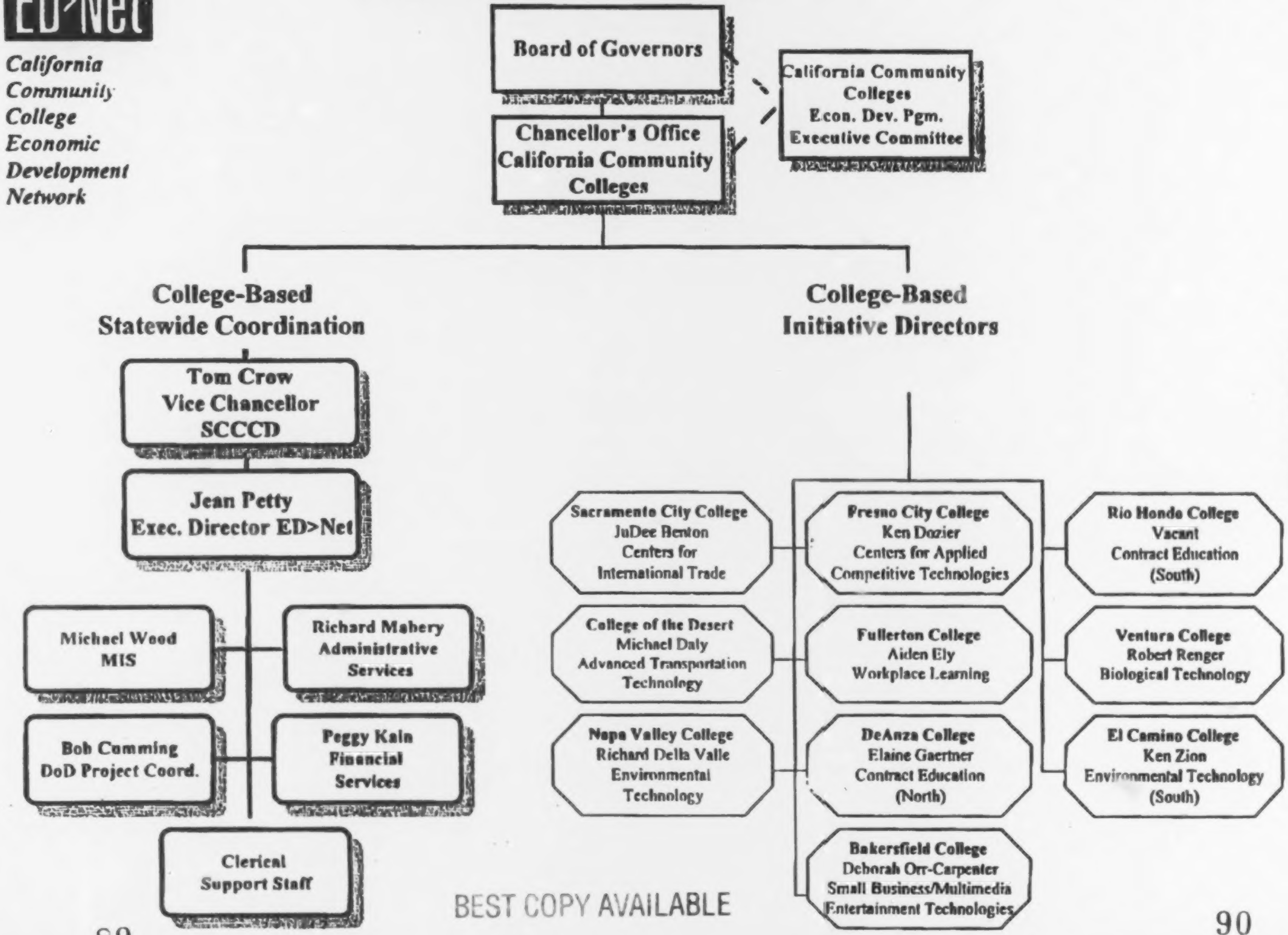
## Executive Committee Members

| Name | City | Representing |
|---|---|---|
| Ernest Leach | Sacramento | David Mertes, Chancellor |
| Yvonne Bodle | Ventura | Board of Governors<br>California Community Colleges |
| Leonard Price | Oakley | Academic Senate |
| Gene Hudson | Sacramento | California State Employees Association |
| Martin Hittleman | Sacramento | California Federation Labor Union |
| Martha Romero | Weed | Region 1–Far North |
| Queen Randall | Sacramento | Region 2–North |
| Lois Callahan | San Mateo | Region 3–Bay Area |
| Vacant |  | Region 4–Interior Bay |
| Bennett Tom | Modesto | Region 5–Central State |
| Peter MacDougall | Santa Barbara | Region 6–South Coast |
| Evelyn Wong | Los Angeles | Region 7–Los Angeles |
| Fred Gaskin | Norwalk | Region 8–Orange |
| Jerry Young | Rancho Cucamonga | Region 9–Desert |
| Augustine Gallegos | San Diego | Region 10–San Diego/Imperial |
| Molly Corbett-Broad | Sacramento | Barry Munitz, California State University |
| Charles Lacy | Davis | Jack Peltason, University of California |
| Christopher Holben | Sacramento | Julie Wright, Trade and Commerce Agency |
| Robert Hotchkiss | Sacramento | Tom Nagle<br>Employment Development Department |
| Susan Reese | Sacramento | Delaine Eastin<br>Superintendent of Public Instruction |
| Dan Condron | Santa Rosa | Private Sector and Employer<br>Advisory Council Representative |
| Gaylia Jones | San Ramon | Private Sector and Employer<br>Advisory Council Representative |
| Artie Dukes | Seal Beach | Private Sector and Employer<br>Advisory Council Representative |
| David Goodreau | Glendale | Private Sector and Employer<br>Advisory Council Representative |
| Connie Martinez | San Jose | Private Sector and Employer<br>Advisory Council Representative |
| Thomas R. Lucvano | Sacramento | Private Sector and Employer<br>Advisory Council Representative |
| Betty Jo Toccoli | Los Angeles | Private Sector and Employer<br>Advisory Council Representative |

ED>Net

*California*
*Community*
*College*
*Economic*
*Development*
*Network*

# *Organization/Staffing Chart*



**Board of Governors**

**California Community Colleges**
**Econ. Dev. Pgm.**
**Executive Committee**

**Chancellor's Office**
**California Community Colleges**

## College-Based Statewide Coordination

**Tom Crow**
**Vice Chancellor**
**SCCCD**

**Jean Petty**
**Exec. Director ED>Net**

**Michael Wood**
**MIS**

**Richard Mabery**
**Administrative Services**

**Bob Comming**
**DoD Project Coord.**

**Peggy Kain**
**Financial Services**

**Clerical Support Staff**

## College-Based Initiative Directors

**Sacramento City College**
JuDee Benton
Centers for International Trade

**Fresno City College**
Ken Dozier
Centers for Applied Competitive Technologies

**Rio Hondo College**
Vacant
Contract Education (South)

**College of the Desert**
Michael Daly
Advanced Transportation Technology

**Fullerton College**
Aiden Ely
Workplace Learning

**Ventura College**
Robert Renger
Biological Technology

**Napa Valley College**
Richard Della Valle
Environmental Technology

**DeAnza College**
Elaine Gaertner
Contract Education (North)

**El Camino College**
Ken Zion
Environmental Technology (South)

**Bakersfield College**
Deborah Orr-Carpenter
Small Business/Multimedia Entertainment Technologies

**APPENDIX C**

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# APPENDIX D

Economic Development Network (ED>Net)
1994-95 Report to the Governor and the Legislature
Corridors to Economic Growth and Employment

## Summary Information

The following report information is based on data collection required per Section 15379.23. The page numbers identify where the information may be found in the report.

(a) A summary of economic development program activities that enhance the programmatic mission;
Executive Summary .......... Pages i–xi

(b) Progress made in eliminating business access barriers to community colleges workforce development, retraining, and Economic Development programs and services;
Employer Access .......... Page 8
Access Barriers .......... Pages 10–12

(c) The type of services provided to colleges and employers and the resulting outcomes;
Services, by Program:
Small Business Development/Business Resources .......... Pages 13–16
  Centers for International Trade .......... Pages 17–20
  Workplace Learning Resource Centers .......... Pages 21–26
  Leadership and Technical Assistance .......... Pages 26–30
  Regional Environmental Business Resource and Assistance .......... Pages 30–33
  Centers for Applied Competitive Technologies .......... Pages 33–36
  Regional Economic Development, Contract Education and Technical Support .......... Pages 36–41
  Statewide Economic Development Coordination .......... Pages 42–45
  Model Programs. .......... Pages 45–46
  Employer-Based Training and Faculty In-service/Intensive In-service Training. .......... Pages 47–54

(d) Statistical data, by factors including, but not limited to industry, gender, and ethnicity regarding the level of services provided to program participants served by economic development training and technical assistance programs in each program area;

Data, by Program:

- Small Business Development/Business Resources ...................... Pages 14–15
- Centers for International Trade ...................... Pages 17–18
- Workplace Learning Resource Centers ...................... Pages 21–23
- Leadership and Technical Assistance ...................... Pages 26–29
- Regional Environmental Business Resource and Assistance ...................... Page 31
- Centers for Applied Competitive Technologies. ...................... Page 34
- Regional Economic Development, Contract Education and Technical Support ...................... Pages 38–40
- Statewide Economic Development Coordination. ...................... Page 42
- Model Programs. ...................... Pages 45–46
- Employer-Based Training and Faculty In-service/ Intensive In-service Training ...................... Pages 47–51

(e) A status report on contract education activities;

Contract Education Status Report ...................... Pages 37–41

(f) Recommendations on the level of services to be provided, by program category, for college and participant services for the succeeding fiscal year;

Executive Summary. ...................... Pages x and xi

(g) Budget expenditures for the fiscal years reviewed for program performance and outcomes.

Expenditures, by Program:

- Small Business Development/Business Resources ...................... Page 16
- Centers for International Trade ...................... Page 19
- Workplace Learning Resource Centers ...................... Page 24
- Leadership and Technical Assistance ...................... Page 30
- Regional Environmental Business Resource and Assistance ...................... Page 32
- Centers for Applied Competitive Technologies ...................... Page 35
- Regional Economic Development, Contract Education and Technical Support ...................... Page 37
- Statewide Economic Development Coordination ...................... Page 43
- Model Programs ...................... Page 46
- Employer-Based Training and Faculty In-service/ Intensive In-service Training ...................... Pages 48-52

The Economic Development Network (ED>Net) was begun in 1987 under the guidance of a steering committee, or what is now known as the Executive Committee. The Executive Committee is composed of 27 members, appointed in March of 1995, as prescribed by AB 3512.

In accordance with the mission, ten continuing and six annual Economic Development Program funding categories were established. They are as follows:

1. Advanced Transportation Technologies Centers
2. Biotechnologies Centers
3. Business Resource Assistance and Innovation Network
4. Centers for Applied Competitive Technologies
5. Centers for International Trade Development
6. Regional Economic Development, Contract Education Technical Support, and In-service Training
7. Regional Environmental Business Resource and Assistance Centers
8. Locally-Based Statewide Economic Develop Coordination Network
9. Locally-Based Statewide Program Leadership, Coordination, and Technical Assistance
10. Workplace Learning Resources Centers

**Annual**

1. Economic Development Training Set-Aside
2. Employer-Based Training
3. Model Programs for Community Economic Development
4. Project Evaluation and Annual Report
5. Intensive Technical In-service Training Programs
6. Vocational Education and Technology Instructors and Career-Counselor In-service Training Programs